NOTE

ON THE

STATE OF EDUCATION IN INDIA

During 1865-66.

SELECTIONS

FROM THE

RECORDS

OF

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NOTE

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During 1865-66.

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NOTE

ON THE

STATE OF EDUCATION IN INDIA,

1865-66.

1. The object of this note is to collect in a convenient form information and statistics respecting the educational measures now in operation in India both by the direct instrumentality of Government officers and by private agency. The chief sources of information are the yearly education reports prepared in the several presidencies and provinces. The last reports relate to the year 1865-66, and hence the information and statistics given in this note relate also to that year. The fact that the statistical tables of the Bombay Education Report were not received till March 1867, will show how difficult it is to prepare a note of this kind, till after the lapse of a considerable time from the date to which the information refers. I have of course availed myself of more recent information in respect of important points where a reference to subsequent proceedings seemed desirable; but, speaking generally, the review of educational measures and institutions relates to the year 1865-66. The table of contents prefixed to this note gives a sufficient idea of the general scope of the review and of the arrangement of subjects.

SECTION I.

GENERAL RESUME OF EDUCATIONAL OPERATIONS IN THE SEVERAL PRESIDENCIES AND PROVINCES OF INDIA.

Bengal.
North-Western Provinces.
Punjab.
Madras.
Bo bay.
Oude.
Central Provinces.
Mysore.

2. There were in 1865-66 altogether eight presidencies and provinces, as given on the margin, having organized departments of education, each superintended in the manner contemplated by the Education Despatch of 1854, by a Director of Public Instruction and staff of Inspectors. Steps have since been taken for organizing similar departments of education in the Hyderabad Assigned Territories and in British Burmah.

3. Fuller information and statistics in respect of universities, colleges, and the several classes of schools in each province will be given in the following Sections of this note. My present object is to give in this Section a brief outline of the main features of educational operations in the different provinces of India.

4. Universities have been established in the three presidency towns of Calcutta, Madras, and Bombay, respecting each of which separate particulars will be given hereafter. It is sufficient here to remark that the effect of these institutions on the more advanced grades of educational operations appears to have been beneficial in a very marked degree. Not very long ago the Director of Public Instruction in Bengal, writing of the Calcutta University, remarked that it had proved "a powerful and valuable stimulus to every college and school in the country." Similar testimony was borne to the Madras institution by the head of the education department in that presidency, who stated that "of all the measures which have been adopted of late for the spread, and especially for the elevation, of education, it may be doubted if there be any that has proved more efficacious than its establishment;" and the general effect of the operation of the Bombay University was stated to have been "very marked indeed," both as supplying a "test which can be relied on," and as affording a "great stimulus to both schools and colleges;" and these opinions, expressed about two years ago, have been amply borne out by the continued and yearly increasing influence of the universities in the three presidencies.

5. An examination of the figures given in the following Sections respecting colleges and schools will show a great diversity in the channels in which educational operations have been made to flow in the several presidencies and provinces, and a few general remarks on this subject will not be out of place.

6. The province of *Bengal* stands clearly foremost in respect of the higher classes of education. The main endeavours of the Education Department have been directed to this end. In Bengal are to be found the largest number and the best specimens of colleges and schools of the higher and middle classes filled by pupils whose appreciation of the education received is attested by the comparatively large amount of the fees paid. In no other province of India has education of a higher kind so great a money value as in Bengal. So far the Bengal system has prospered. The main channel chosen for directing its efforts has been education of the higher and middle classes, and in this respect it has unquestionably succeeded in a degree unequalled in any other part of India.

7. But at this point, *i. e.*, at the development of a good higher and middle class education, the Bengal operations might, until quite recently, have been said practically to terminate. The great masses of

the people of Bengal, including the laboring and agricultural classes, were reported in 1863-64 to be "in reality scarcely touched as yet by our educational operations." "Various plans," as the Director of Public Instruction wrote in that year, "have been devised and tried for bringing school instruction to bear upon them (the lower orders of the people above referred to), but the result has almost uniformly been that the schools which have been organized or improved for their benefit have been at once taken possession of and monopolized by classes who stand higher in the social scale." The fact was that up to that time no good plan for diffusing elementary instruction among the masses of the people had been devised. The efforts to improve the indigenous village schools of the country had failed; and the few schools established by Government as models, though affording a good vernacular education to a limited number of pupils of a higher social grade, seemed to have no effect whatever in raising the level of the indigenous schools below them. Even the establishment by Government of cheap elementary village schools, designed to supersede the indigenous schools, though succeeding in the North-Western Provinces, seemed to fail in Bengal in that part of the country (Behar) where it was tried. It was perhaps the apparent hopelessness of the attempt at popular education that gave such prominence, in the minds of the Bengal educational authorities, to the theory that education must filter downwards, and that it was impossible to reach the lower strata of the people till after the upper strata had been operated on. This theory was frequently and very broadly stated, as will be seen from the following extract from a letter written by the Director in January 1865:—

I have only to reiterate here what I have had occasion to insist upon in several recent communications, that the liberal education of those classes of the community who, from their station in society, have the control of the education of the poorer classes is still the most important object which can engage the attention of Government. The education of the lower orders of society should assuredly not be neglected, but it is a primary condition of the spread of education among all classes that full provision should *first* be made for the education of that class on which depends the education of all the rest.

8. But it may, I think, be reasonably doubted whether the theory of the downward filtration of education, however true as a general principle, will not be found wanting when applied to the lowest strata of the population; and it is certain at all events that by far the most successful results which have as yet appeared in any part of India in the education of those classes have been the fruits of efforts applied directly to the agricultural and laboring population independently of all other measures for promoting education of a higher order. It is satisfactory therefore to be able to state in respect of Bengal that, within the last few years, a scheme has been set on foot which seems to give good promise of really influencing the education of the lower orders of the people. I refer to what is called the normal school system for training gurus. Full information respecting this

system will be given under the head of lower class schools in Section V.; and meantime I will only remark that the guru students of the normal institutions are the nominees of the villagers, who bind themselves to receive them back as their patshala teachers when qualified; the Government, on the other hand, giving to every qualified teacher so employed a grant of Rs. 5 per mensem towards his salary.

9. In the *North-Western Provinces* we find, so far as the direction of the main channel of educational operations is concerned, a marked contrast to Bengal.

10. Perhaps there is no one of the older provinces in which the means of education of the higher and middle classes is more meagre than in the North-Western Provinces; and it is only quite recently that a proposal has been made by the Government of the North-Western Provinces, and sanctioned by the Government of India, which contemplates the establishment of 21 zillah schools in the North-Western Provinces, in lieu of the 2 middle class institutions now on the list. Some of them will probably at once take rank as higher class institutions, educating up to the University Entrance standard; and all of them will doubtless eventually come up to this standard. This is unquestionably a move in the right direction towards the supply of a very obvious want in the North-Western Provinces.

11. In those provinces, however, we find that measures have for many years been in operation for the elementary education of the great masses of the people on a more extended scale, and with perhaps more successful results than in any other part of India. The education of the lower classes of the people is in fact the main channel in which educational operations in the North-Western Provinces have been made to flow.

12. It was about the year 1850 that Mr. Thomason set on foot organized efforts for improving the education of the lower classes of the people. These efforts were directed to the establishment, at the several tehsil stations, of vernacular schools intended to serve as models for the improvement of the indigenous village schools, the inspection and encouragement of which by rewards, &c., were also provided for. A very considerable amount of success attended these efforts; and Mr. Thomason's tehsilee schools still form an important feature of the school system in the North-Western Provinces. The improvement of the indigenous schools has, however, proved to be a matter of great difficulty, and more or less unsatisfactory in its results. The system is consequently being gradually superseded by the establishment of what are called circuit or hulkabundee schools, supported by the proceeds of an educational cess. This cess is a most important help to the Education Department. It forms a component part of all new settlements of the land revenue, so that ere long the hulkabundee

school system is expected to "cover the land." Even now, in districts where the cess does not form part of the existing settlement, arrangements are very generally made with the consent of the people for its payment.

13. In the *Punjab* educational measures of an organized character were not set on foot till within a comparatively recent period; and the numerous educational institutions and operations, which now bear favorable comparison with those of some older provinces, may be almost said to have sprung into existence within the last few years. Profiting by the experience of other provinces, the Punjab authorities have organized a system of education which avoids the defects observable in Bengal and the North-Western Provinces. The Punjab system aims at providing simultaneously for the higher class of education and for the elementary instruction of the mass of the people,—copying for the former object the admirable system and organization of the Bengal zillah schools, and for the latter object the system of hulkabundee schools so successfully elaborated in the North-Western Provinces. A glance at the figures given in the following Sections of this note (Sections IV and V) will show the creditable development which educational operations in the Punjab have already attained, not only by the direct instrumentality of Government, but also by private efforts.

14. In the *Madras* presidency we find a relatively fair number of higher and middle class schools.

15. But in respect of lower class schools, the Madras presidency certainly appears to be behind hand. Nothing, or next to nothing, has ever been done in this direction by the direct instrumentality of Government; and hence, of the total number of 842 schools of this class shown in the Madras returns, the great bulk (825) come under the head of private institutions. The Government has endeavoured in various ways to encourage this class of schools. Grants-in-aid have been given, chiefly in the Tinnevelly district, to missionary societies undertaking to supervise and maintain elementary schools; and this system, so far as it has extended, is stated to have worked satisfactorily. In a portion of the Godavery district, a system of village schools, supported by an educational rate, founded on the supposed consent of the rate-payers, was commenced about 12 years ago, but the scheme wanted stability, and it was to provide for this that the Madras Education Act of 1863 was passed; the object of the law being "to provide for the maintenance of certain schools in the delta talooks of the Godavery district under the presidency of Fort St. George, and to enable the inhabitants of any other town, village, or place in any district under the said presidency to assess themselves for the establishment and maintenance of schools." The Act was not brought into operation in the Godavery district till July 1865; and the first reports of its working were not very favorable, the principal difficulty being the impossibility of getting qualified men to act as Commissioners for the assessment of the rate and the management of the schools. The "rate

schools," as they are called, are 79 in number, of which 72 are in the Godavery district, and 7 in other districts. In 1864-65 there were 75, so that the extension of the system during 1865-66 consisted in an addition of only 4 schools. Hopes, however, appear to be entertained that this system of voluntary assessment for educational purposes will in the end work well. A third system has also recently been set on foot, chiefly in the Coimbatore and Nellore districts, the main object of which is the inspection, encouragement, and improvement of indigenous schools. Although this system has not worked satisfactorily in other provinces, favorable mention of it is made in the Madras reports ; and it may perhaps become an important means of showing the people the necessity and advantage of improving their schools, and thus paving the way for the introduction of a better class of institutions under the educational rate system.

16. In *Bombay* education of the higher class was, until recently, in a very unsatisfactory state. The Elphinstone and Poona Colleges had been publicly condemned by the Government Examiners of 1855-56 ; and though they were shortly after subjected to a thorough reform, the work of renovation was slow ; and it is only within the last few years that these institutions have really deserved the name of college. The Government higher class schools, now 9 in number, may be said to have had an equally recent origin.

17. But perhaps the greatest difficulty hitherto experienced in the Bombay educational operations has been the provision of elementary education for the agricultural and laboring classes. The steps taken prior to 1854 consisted in the establishment of a limited number of vernacular schools, maintained and managed solely by Government in the most promising localities. This was supplemented after 1854 by the introduction of, what was called, the "partially self-supporting system." The establishment of schools entirely at the cost of Government was too expensive to admit of much extension, and the condition of partial self-support opened the way for a time to an enlargement of the field of operations at a comparatively small increase of cost. Under this system more than 200 schools were opened in two years, but its defects soon began to appear. It was easy for a zealous educational officer to induce village communities to consent to contribute towards the establishment and maintenance of such schools ; but it was difficult to keep up an interest in them, and impossible to enforce payment of contributions when the interest had vanished.

18. The partially self-supporting system was, therefore, gradually dropped ; enhanced fee rates being made, wherever possible, to take the place of the reluctantly paid popular subscription. By a re-distribution of education expenditure, provision was made in 1859 for a considerable extension of operations, and the Bombay authorities began about the same time to look about for fresh sources of local income. In 1862 an enactment was passed, one object of which was to legalize the appropriation of municipal funds to the support of schools ; and in 1864 the Bombay

Government took the very important step of levying an extra land assessment or education cess. The number of vernacular schools of the lower class maintained by Government now amounts to 1,108, of which nearly 200 were established during the last year (1865-66) from the proceeds of the education cess.

19. Although, therefore, elementary education in Bombay may not as yet have attained any very marked development, there is every prospect of progress in future years.

20. Turning now to the smaller Administrations, it may be remarked, as regards the province of *Oude*, that, until within the last three years or so, there was no educational system at all. Grants-in-aid were given to some 8 private schools, of which 5 were called talookdaree schools, owing to the partial support given to them by the talookdars, and there were about 20 tehsilee schools maintained by fees, contributions, and other local funds. The whole Government expenditure on education did not then exceed Rs. 12,000 per annum.

21. In 1863-64 the sanction of Government was given to an organised system of educational operations in Oude, providing, besides direction and inspection, for the establishment of 10 zillah schools and 34 tehsil schools; with a liberal allowance for grants-in-aid, including one large grant of Rs. 25,000 per annum for the Canning College,—an institution founded primarily on the support of the Oude talookdars. The gradual re-settlement of the Oude districts, with provision for an educational cess, is also preparing the way for the establishment of village schools on the hulkabundee system of the North-Western Provinces. The cess had in 1865-66 been introduced fully only in one district (Oonao), and partially in seven other districts. In July 1865 the first set of village schools, 60 in number, were established in the Oonao district, and provided with teachers trained in a normal school established at Lucknow for the purpose. This work of training teachers for village schools is being pushed on vigorously, so as to have trained teachers ready for the village schools, which will, in due course, be opened in other districts.

22. Not long before the period of the educational movement in respect of Oude above described, a systematic plan of operations had been set on foot in the *Central Provinces*. Besides a controlling and inspecting staff of officers, provision was made for the maintenance of 10 Anglo-vernacular or zillah schools, which will all be eventually assimilated, in respect of equipment and status, to the higher class zillah schools of Bengal. Meantime only one of them is able to claim that rank. Vernacular education has received corresponding attention, 96 town schools and 646 village schools (on the hulkabundee system) having already been established, and provision made by the establishment of 6 normal schools for the training of village school-masters. An attempt has also been made in the Central Provinces to encourage indigenous village schools on the plan of payment by results under the grant-in-aid rules;

but as yet only 25 schools have presented pupils for examination. A large number (656) of indigenous village schools, chiefly in the Sumbulpore district, have, however, been encouraged and improved by the interest taken in them by district officers, as well as by casual gifts in money or books for the masters or pupils.

23. The Education Department of *Mysore* was organized in 1857. There are now in the province 10 higher class institutions (6 Government and 4 private), 16 middle class schools (9 Government and 7 private), and (what is a very small proportion) only 47 lower class schools (32 Government and 15 private). The progress made in the means of elementary education is certainly small for a province which has had an organized education department for the last 10 years.

24. In *British Burmah*, although no organized Education Department had been established till towards the close of 1866, a not inconsiderable advance has been made in educational operations. There are 3 Government district schools of the middle class, supplemented by a very satisfactory proportion of private institutions, numbering 28, under the grant-in-aid rules. These private institutions are chiefly supported by missionary bodies, to whose efforts the cause of education in British Burmah is much indebted. There are also 259 village schools supported by the same agency, to some of which Government grants-in-aid are given.

25. The Chief Commissioner of British Burmah regards the Buddhist monasteries, which are in fact the indigenous schools of the country, as a good ground-work for a future extension or improvement of the means of elementary vernacular education. The system of indigenous education in British Burmah, as carried on in these monasteries, will, the Chief Commissioner says, "bear comparison with any educational system existing in any other province under British rule." It is already widely diffused, giving, as stated by the Chief Commissioner, "a knowledge of reading and writing to three-fourths of the juvenile male population," and the Chief Commissioner looks forward to the improvement of these schools mainly by inducing the monks to accept approved school books for the instruction of their pupils.

26. In the *Hyderabad Assigned Districts*, as already stated, steps have been taken for the organization of a separate Education Department under a Director of Public Instruction, and the scheme in view contemplates the establishment of 2 high schools (1 in each district), together with tehsil schools and village schools.

SECTION II.

GENERAL FINANCIAL STATISTICS.

27. The cost for 1865-66 of the establishments employed in the several presidencies and provinces for directing and superintending

educational operations may be shown as follows, side by side with the cost for the same year of the instruction controlled by them :—

		Direction and Inspection.	Instruction, including all Educational Charges not coming under the preceding head.	TOTAL.
		Rs.	Rs.	Rs.
Bengal	From Imperial Funds ...	2,32,131	11,48,345	13,80,476
	From Local Funds ...	...	3,40,308	3,40,308*
	Private Expenditure ...	...	5,66,015	5,66,015
	TOTAL ...	2,32,131	20,54,668	22,86,799
N. W. Provinces	From Imperial Funds ...	1,81,460	6,03,228	7,84,688
	From Local Funds ...	...	4,07,612	4,07,612
	Private Expenditure ...	...	4,07,850	4,07,850
	TOTAL ...	1,81,460	14,18,690	16,00,150
Punjab	From Imperial Funds ...	1,66,358	3,17,713	4,84,071
	From Local Funds ...	11,515	2,52,394	2,63,909
	Private Expenditure ...	...	1,51,204	1,51,204
	TOTAL ...	1,77,873	7,21,311	[illegible],99,184
Madras	From Imperial Funds ...	1,23,952	4,96,717	6,20,669
	From Local Funds ...	...	95,714	95,714
	Private Expenditure ...	...	3,06,433	3,06,433
	TOTAL ...	1,23,952	8,98,864	10,22,816
Bombay	From Imperial Funds ...	1,64,965	7,05,102	8,70,067
	From Local Funds ... / Private Expenditure ...	5,938	8,38,294	8,41,232
	TOTAL ...	1,70,903	15,43,396	17,14,299
Oude	From Imperial Funds ...	22,981	1,19,464	1,42,445
	From Local Funds ...	...	35,667	35,667
	Private Expenditure ...	...	36,130	36,130
	TOTAL ...	22,981	1,91,261	2,14,242
Central Provinces	From Imperial Funds ...	58,884	76,579	1,35,463
	From Local Funds ...	300	1,69,447	1,69,747
	Private Expenditure ...	...	32,856	32,856
	TOTAL ...	59,184	2,78,882	3,38,066
Mysore	From Imperial Funds ...	26,582	85,439	1,12,021
	From Local Funds ...	...	......	...
	Private Expenditure ...	...	29,492	29,492
	TOTAL ...	26,582	1,14,931	1,41,513

* There is no education cess in Bengal, and the expenditure here shown from local funds is composed entirely of money received from school fees, endowments, subscriptions, &c. This should be borne in mind in comparing the Bengal expenditure from local funds with similar expenditure in other provinces, where such funds are composed to a large extent of the proceeds of education cesses which are in reality merely a portion of the general revenue collected and set apart for educational purposes.

I have not included in the above statement the province of British Burmah or the Hyderabad Assigned Districts (Berars), because the education reports received from them do not give the required information. The Directors of Public Instruction recently appointed in those provinces will probably supply this deficiency in future.

28. It may be explained generally that the figures given under the head "local funds" represent money received and administered by Government officers or educational committees, but derived from local sources, such as education cesses, school fees, private endowments, subscriptions, &c. The figures given under the head of private expenditure may be said generally to represent the expenditure from private sources on private schools which are under the inspection of Government officers. The amount shown under this head must be more or less approximate, and probably considerably below the real amount; and there is of course a considerable amount of private expenditure on education which never comes under the cognizance of Government, as, for instance, expenditure on schools which are neither aided nor inspected by Government, and with the accounts of which the Government has nothing to do.

SECTION III.

UNIVERSITIES.

29. The Despatch of 1854 conveyed the orders of the late Court of Directors in regard to the establishment of Universities in India. An opinion was expressed that "the form of Government and functions" of the London University might be advantageously followed in their general features. It was stated that the examinations for degrees should not include any subjects connected with religious belief, and that in regard to affiliation the same neutrality should be observed.

Universities.

30. The standards for common degrees were to be fixed so as "to command respect without discouraging the efforts of deserving students," while in the competition for honors care was to be taken to "maintain such a standard as would afford a guarantee for high ability and valuable attainments." Under these instructions, universities have been established at Calcutta, Madras, and Bombay, incorporated by the Acts marginally indicated. Further powers for the appointment of new degrees by bye-laws, subject to the confirmation of the Governor General in Council in regard to Calcutta, and by the local Governments in regard to Bombay and Madras, were given to the Senates by a subsequent Act XLVII of 1860.

Act II of 1857, Calcutta.
" XXII of " Bombay.
" XXVII of " Madras.

31. While it has been a declared object to preserve a general harmony of constitution in these institutions, it has not been attempted to enforce a rigorous uniformity in matters in which local considerations and the judgment of the local Governments might beneficially have free scope. In the three universities, consequently, we find a general similarity of constitution and a considerable diversity in minor details.

and in a few not unimportant points. And although the form of government and regulations of the London University were, in the first instance, more or less exactly adopted, various modifications have from time to time been made to adapt them to the requirements of this country.

Calcutta University.

32. The *Calcutta* University provides for the grant of the following Degrees and Licences:—

Arts ...	Bachelor of Arts (B. A.) Master of Arts (M. A.)
Law ...	Licentiate in Law (L. L.) Bachelor in Law (B. L.) Doctor in Law (D. L.)
Medicine ...	Licentiate in Medicine and Surgery (L. M. S.) Bachelor in Medicine (M. B.) Doctor in Medicine (M. D.)
Civil Engineering ...	Licentiate in Civil Engineering (L. C. E.) Bachelor in Civil Engineering (B. C. E.) Master in Civil Engineering (M. C. E.)

Besides the examinations for the above degrees, there are the "Entrance Examination" and the "First Examination in Arts" of a somewhat lower standard than the B. A. Degree Examination. There are also two examinations for the Licence in Medicine and two for the Degree of Bachelor in Medicine,—the first being an intermediate, and the second a final examination. The "First Examination in Arts" was introduced in 1861, and holds an intermediate place between the Entrance and B. A. Examinations. The object was to encourage under-graduates to continue their studies beyond the entrance, and in this it has fully answered the expectations formed of its probable effect. In each of the Professional Faculties, there are, as will be observed, two Degrees and a Licence. This arrangement was introduced about three years ago. There had from the first been a Licentiate Degree in the Faculty of Medicine, and similar degrees were introduced in 1861 in the Faculties of Law and Engineering; the intention being to enable under-graduates to obtain a professional qualification without graduating in Arts. But these Licentiate Degrees were not popular either with the Senate or the students, and hence it was that the present arrangement of two degrees and a licence was introduced in each of the Professional Faculties.

33. Two important changes in the regulations as to Arts were made in the year 1863-64. The first was the removal of the vernacular languages of India from the subjects of examination for the First Examination in Arts and the B. A. Examination; the effect of this measure being to compel all candidates in Arts to take up one of the following classical languages, *viz.*,—Latin, Greek, Sanscrit, Hebrew, or Arabic. The second was the re-distribution of the subjects of examination for the B. A. Degree, by which "Physical Science" was removed from the list of necessary* subjects of examination, and in its place candidates were allowed to select one of the four following subjects:—(*a*) Geometry and Optics; (*b*) Elements of Inorganic Chemistry and Electricity; (*c*)

* (1) Languages.
(2) History.
(3) Mathematics.
(4) Mental and Moral Science.

Elements of Zoology and Comparative Physiology; and (*d*) Geology and Physical Geography.

34. The Registrar of the Calcutta University has kindly furnished me with the following memorandum on points connected with the most recent history of the University :—

Since 1864 no changes have been made in the standards of examination. In the regulations the form of certificate, which candidates for Matriculation are required to produce, has been altered in such a manner as to require from head masters of schools an expression of opinion as to the fitness of a candidate to go up to the examination. This change was made for the purpose of imposing a check on the admission of candidates to the Entrance Examination who were not likely to pass. The new form of certificate was adopted for the first time at the last examination in 1866, and evidently operated to check the admission of ill-qualified candidates. A proposal will be submitted to the Senate at the next annual meeting to introduce a similar change in the certificate of candidates coming up to the First Examination in Arts and the B. A. Examination. Besides checking the admission of candidates to the University Examinations, who are not, in the opinion of their tutors, likely to pass the restriction, it is thought, will act beneficially in preserving better discipline in affiliated colleges.

The University building is now in course of construction, and will be completed early in 1868.

No reply has been received from the Government of India to the letter from the University of 25th June 1862, regarding the establishment of Scholarships and of a Professorship of Natural and Experimental Philosophy, nor have these questions again been discussed in the Senate with a view to a further application to Government. The Senate met in July 1866 to consider the best mode of appropriating Mr. Premchund Roychund's donation of two lakhs of Rupees; and amongst other plans then considered was one for applying the proceeds of this donation in founding University Scholarships of a similar nature to those the Senate recommended the Government to establish in 1862. A proposal to devote the proceeds of the donation to the endowment of a Professorship of Mathematical and Physical Science was also considered at the same time. Both proposals were, however, rejected, and the following plan was adopted :—

1.—Five studentships to be named after the donor, of Rs. 2,000 a year each, to be founded and maintained by the interest of the two lakhs of Rupees and its accumulations during the next five years.

2.—Any M. A. of this University to be eligible for one of these studentships during eight years from the time that he passed the Entrance Examination.

3.—Such studentship to be tenable for five years, and one election to be made annually after examination.

4.—Candidates to give notice of intention to appear six months before the examination, and to select not more than five of the following subjects, each to receive a maximum of 1,000 marks :—

- *1st.*—English.
- *2nd.*—Latin.
- *3rd.*—Greek.
- *4th.*—Sanscrit.
- *5th.*—Arabic.
- *6th.*—History of Greece, Rome, England, and India, and a general view of the History of Modern Europe from Guizot, Hallam, &c.,—to include Political Economy.
- *7th.*—Moral Sciences, *viz.*, Ethics, Mental Philosophy, and Logic.
- *8th.*—Pure Mathematics.
- *9th.*—Mixed Mathematics.
- *10th.*—Physical Science.

5.—The names of the students to be printed in the calendar after the Fellows, and after them the names of ex-students.

The first examination for the award of a Premchund Roychund Studentship will be held in the spring of 1868.

The Maharajah of Vizianagram, in a letter to the Government of Bengal, dated 31st March 1865, expressed a desire to found a University Scholarship of Rs. 50 a month for the purpose of encouraging a liberal education in Literature and Science; and His Highness requested that the scholarship might be designated the "Maharajah of Vizianagram Scholarship," and awarded to the first graduate in the B. A. list of the year (being a Native of India), on condition of his prosecuting a further course of study in an affiliated college for the attainment of the Degree of M. A. His Highness further directed that application should be made to Rajah Sutt Shurn Ghosal, of Bhookoylas, for the annual payment on account of this scholarship, until such time as it might be convenient for His Highness to invest an amount in Government Securities which would produce an annual income of Rs. 600. This scholarship has been awarded in accordance with the wishes of the founder during the last two years; but, pending the receipt of the Government Securities, the endowment has not been recorded in the University Calendar.

The Committee of the Duff Memorial Fund, at a meeting on the 22nd February 1866, recommended to the subscribers that the funds at their disposal (about Rs. 20,000) should be invested in Government Securities, and transferred to the University for the purpose of founding four scholarships, each of Rs. 15 a month, tenable for one year, to be awarded upon certain conditions to students after passing the First Examination in Arts. The subscribers, at a meeting on 6th April 1866, approved of the Committee's proposal; and the Senate, at a meeting on 21st July following, accepted this benefaction from the subscribers to the fund. The four scholarships have been awarded upon the result of the last examination in December.

35. Within the last year an important alteration was made in the rules for affiliation. Formerly institutions could be affiliated in Arts only "for the B. A. Degree," *i. e.*, only if they provided the means of education up to the standard of that degree. Institutions can now be affiliated in Arts without the above-mentioned limitation; and, under this alteration of the rule, the Anglo-Persian Department of the Calcutta Madrissa has quite recently been affiliated in Arts as educating up to the standard of the "First Examination in Arts."

The following list of institutions affiliated to the Calcutta University is taken from the Calendar for 1866-67 :—

Government Institutions.

1. Presidency College, Calcutta ...		Bengal.
2. Medical " "		
3. Sanscrit " "		
4. Hooghly "	Hooghly	
5. Dacca "	Dacca	
6. Kishnaghur "	Kishnaghur	
7. Berhampore "	Berhampore	
8. Patna "	Patna ...	
9. Agra College	Agra ...	North-Western Provinces.
10. Benares "	Benares ...	
11. Bareilly "	Bareilly ...	
12. Ajmere School,	Ajmere ...	
13. Saugor "	Saugor ...	Central Provs.
14. Queen's College,	Colombo ...	Ceylon.

Private Institutions.

15. Bishop's College, Calcutta ...	Bengal.
16. Doveton " " ...	
17. St. Paul's School " ...	
18. Free Church Institution, Calcutta	
19. La Martiniere College, Calcutta	
20. London Missionary Society's Institution, Bhowanipore, Calcutta	
21. St. Xavier's College, Calcutta ...	
22. General Assembly's Institution, Calcutta	
23. Cathedral Mission College, Calcutta	
24. Serampore College, Calcutta ...	
25. St. John's College, Agra ...	North-Western Provinces.
26. Joynarain's " Benares ...	
27. Thomason Civil Engineering College, Roorkee ...	
28. Lahore Mission School, Lahore	Punjab.
29. St. Thomas' College, Colombo	Ceylon.

36. The statistical results of the Calcutta University Examinations are interesting as showing the rapid development of the influence of the University on educational progress. The following figures represent these results in a brief form:—

Number of Candidates at Calcutta University Examinations and the number passed in each year since 1857.

Years.	Entrance.		First Examination in Arts.		Bachelor of Arts.		Master of Arts.		Licence in Law.		Bachelor in Law.		Licence in Medicine and Surgery. First Examination.		Licence in Medicine and Surgery. Second Examination.		Bachelor in Medicine. First Examination.		Bachelor in Medicine. Second Examination.		Doctor of Medicine.		Licence in Civil Engineering.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1857 ...	245	162	...	...	...	...	...	...	...	...	...	...	12	12		...	...	...	...	...	...	...	...	...
1858 ...	464	111	...	...	13	2	...	...	...	...	19	11	40	24		...	...	...	...	...	...	...	...	
1859 ...	1,411	583	...	...	20	10	...	...	...	...	20	3	31	12	...	...	...	...	...	...	...	...	...	
1860 ...	808	415	...	...	65	13	...	...	...	...	22	10	31	13	...	...	...	...	...	...	...	...	...	...
1861 ...	1,058	477	163	97	39	15	1	...	7	2	17	14	16	7	20	14	...	...	...	...	...	...	10	6
1862 ...	1,114	417	220	99	34	24	3	...	18	8	13	13	33	18	17	7	...	...	...	...	1	1	18	14
1863 ...	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	...	...	...	...	2	2	...	
1864 ...	1,398	708	321	151	66	30	8	3	1	1	22	19	42	22	26	11	...	...	...	...	2	...	10	4
1865 ...	1,500	510	448	202	82	45	15	11	7	5	17	17	34	14	20	19	2	2	...	...	1	1	6	2
1866 ...	1,350	628	426	191	123	79	18	15	17	13	22	11	35	10	36	20	5	3	...	...	...	...	4	
Total ...	10,662	4,700	1,845	889	460	243	53	35	67	38	167	107	309	148	127	81	7	7	...	...	6	4	43	[illegible]

Madras University.

37. The *Madras* University provides for the grant of the following Degrees, *viz.* :—

Arts	...	Bachelor of Arts (B. A.) Master of Arts (M. A.)
Law	...	Bachelor of Law (B. L.) Master of Law (M. L.)
Medicine	...	Bachelor of Medicine and Master in Surgery (B. M. and C. M.) Doctor of Medicine (M. D.)
Civil Engineering	...	Bachelor of Civil Engineering (B. C. E.)

Besides the examinations for the above degrees, there are the "Matriculation Examination" and the "First Examination in Arts;" the latter being, as in the Calcutta University, intermediate between the Matriculation and B. A. Examinations. For the Degree of "B. M. and C. M.," there is a "Preliminary Scientific Examination" and a "First Examination," both of which must be passed before the final or "Second Examination." For the Degree of M. D., there is no examination in respect of candidates producing a certificate of having been engaged two years in the practice of their profession subsequent to having taken the Degree of "B. M. and C. M.;" other candidates, on producing diplomas of the Madras Medical College, and certificates of having been engaged for five years in the practice of their profession, are allowed to present themselves for examination.

38. The Madras University regulations in respect of examinations have, like those of the Calcutta University, undergone considerable modification since the establishment of the University. It would be tedious and out of place in a note of this kind to attempt to enumerate the various alterations made. The principal changes up to 1863-64 were briefly indicated by the Director of Public Instruction in his report for that year in the following terms, *viz.* :—

(1).—The range of history in the Matriculation and Bachelor of Arts Examinations has been considerably reduced.

(2).—An examination called the First in Arts has been interposed between the Matriculation and the Bachelor of Arts Examinations; and in this test, Arithmetic and Indian History are finally disposed of, so as to allow of the examination in the higher subjects for the Bachelor of Arts Degree being made of a more searching character.

(3).—For the M. A. Degree in languages, it is now prescribed that English shall be brought up by every candidate, whereas originally a student was permitted to offer himself for examination in Latin and Greek to the exclusion of English. According to the plan first laid down, History, with scarcely anything beside a certain amount of Political Economy, formed a distinct branch in which the Degree of M. A. could be obtained. The revised regulations have thrown out the Historical Branch *per se*, and associate History with the subjects in another branch.

(4).—The distinction originally drawn in some cases between ordinary and honor degrees of the same name has been done away with, and a higher degree has been made to correspond with a more extensive range of attainments. Also, instead of placing passed candidates in any class in alphabetical order, as was done at first, they are now ranked in order of merit, as determined by the aggregate marks obtained in the examination.

(5).—The standard of the examinations in Law has been raised; and the subj of examination, which were originally laid down in a vague and unsatisfacto manner, have been distinctly specified. In the room, too, of the Degree of Bachel of Law with honors, a new Degree of Master of Law has been instituted upon t principle mentioned just above.

(6).—At the establishment of the University, two degrees were provided in t Engineering, *viz.*, those of Graduate and Master. The designation of the lower h been changed from Graduate to Bachelor; and the higher degree has been placed abeyance for a time. Also the range of subjects for the lower test has been reduc Language and History no longer entering the examination, which is confined to bran of knowledge immediately connected with the profession of a Civil Engineer.

The alterations since that time have had for their object—

(7).—Raising the number of marks assigned to English in the First A Examination and in the B. A. Examination.

(8).—Raising the number of marks assigned to Hydraulics in the Examinatio for the Degree of B. C. E.,—the object being to give greater prominence to th important branch in the studies of those qualifying themselves as engineers.

(9).—The institution of three examinations instead of two for the Degree "B. M. and C. M."

39. The Madras University Calender for 1865-66 contains th following list of affiliated institutions, *viz.* :—

Institutions affiliated to the University of Madras.

Church Mission Society's Native English School, Palamcottah.
Church Mission Society's College, Cottayam.
Church Mission Society's Institution, Cotta, near Colombo.
Church Mission Society's High School, Jaffna.
Free Church Mission Institution, Madras.
Government Normal School, Madras.
Grammar School, Ootacamund.
High School, Bangalore.
London Mission Institution, Madras.
London Mission Institution, Bangalore.
London Mission Theological Seminary, Bangalore.
Medical College, } Madras.
Presidency College, }
Provincial School, Kumbhakónan.
Provincial School, Bellary.
Provincial School, Calicut.
Wesleyan Anglo-Vernacular Institution, Madras.
Wesleyan Native Educational Institution, Bangalore.
Wesleyan Central School, Jaffna.

40. The following remarks made by the Director of Public In struction Madras, in his annual report of 1863-64, may be quoted in connection with the above list :—

Affiliation of little consequence as regards the University of Madras.

It is necessary here to observe that whether a school is or is not affiliated is a matter of little importance in the Madras Pre sidency, as students are now admitted to a Universit Examination without being compelled to produce cer tificates from affiliated institutions. Many schools which send up candidates to th University Examinations are not affiliated, while some of those which are affiliated have sent up few or no candidates. Moreover, the privilege of affiliation has be given to schools on their affording evidence, not of possessing means of educating u to the B. A. standard, but of being capable of sending up qualified candidates to th Matriculation Examination.

41. The following statement contains statistics of the Madras University Examinations prepared in a form similar to that already given for the Calcutta University :—

Statement of Results of Madras University Examinations from 1857 *to* 1866.

Years.	Number of candidates examined.	Matriculation Examination.	Number of candidates examined.	First Arts Examination.	Number of candidates examined.	Bachelor of Arts Examination.	Number of candidates examined.	Bachelor of Civil Engineering Examination.	Number of candidates examined.	Bachelor of Laws Examination.	Remarks.
		Passed.		Passed.		Passed.		Passed.		Passed.	
1857-58 { September 1857	41	36	...	No examination.	...	No examination.	...	No examination.	...	No examination.	Besides the results tabulated in the statement, a candidate obtained the Degree of M. D. in 1858-59, being the only one who has as yet taken a Degree in Medicine. Two other candidates have passed preliminary examinations in Medicine.
1857-58 { February 1858	79	18	...	"	2	2	...	"	...	"	
1858-59	57	30	...	"	9	8	...	"	...	"	
1859-60	62	23	...	"	10	5	...	"	4	1	
1860-61	80	48	...	"	10	6	...	"	5	3	
1861-62	195	62	...	"	6	5	...	"	5	4	
1862-63	252	105	...	"	12	8	...	"	4	3	
1863-64	390	143	82	23	21	11	6	1	10	2	
1864-65	665	223	167	60	29	11	5	4	3	2	
1865-66	555	229	214	76	8	6	...	......	2	2	
Total ...	2,266	937	463	149	107	60	11	5	33	16	

42. So far as the Professional Faculties are concerned, these statist[ics] do not show any marked development of the University operation[s]; but as regards the Faculty of Arts, there is very decided evidence [of] the growing influence of the institution. It is true that the statist[ics] of the B. A. Examination for the last year 1865-66 show a gre[at] falling off as compared with the preceding years; but this is account[ed] for by the circumstance that the year 1865-66 was the first in which [the] rule requiring candidates for that degree to have passed the First Ar[ts] Examination came into operation. The results of the Matriculation Examination deserve especial attention. This examination, althoug[h] the lowest in the scale of University Examinations, is by no means th[e] least important. It may almost be said to be the most importa[nt]; for, as remarked by the Director of Public Instruction in his report [of] 1863-64, it affords "leverage immediately operative in raising the whol[e] of what may be termed middle class education."

Bombay University.

43. The *Bombay* University provides for the grant of the follow[-]ing Degrees and Licence:—

Arts ...	... Bachelor of Arts (B. A.) Master of Arts (M. A.)
Law ...	... Bachelor of Law (B. L.)
Medicine ...	... Licentiate of Medicine (L. M.) Doctor of Medicine (M. D.)
Civil Engineering	... Master of Civil Engineering (M. C. E.

Besides the examinations for the above-mentioned degrees, the[re] is the "Matriculation Examination," and also, as in the Calcutta a[nd] Madras Universities, a "First Examination in Arts" holding an inte[r-]mediate place between the Matriculation and B. A. Degrees. Ther[e] are two examinations for the Degree of L. M., no candidate bein[g] eligible for the second or final examination until two years after he ha[s] passed the first.

44. The following statement gives for the Bombay Universit[y] statistics of a kind similar to those already given for the Calcutta and Madras Universities:—

Years.	Entrance Examination.		First Arts Examination.		B. A. Examination.		M. A. Examination.		L. M. (final) Examination.	
	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.
1859 ...	126	22	......	...	......	...	......	...	......	...
1860 ...	42	14	......	...	......	...	......	...	......	...
1861 ...	86	39	......	...	......	...	......	...	......	[illegible]
1862 ...	134	30	......	...	6	4	......	...	7	[illegible]
1862-63...	143	56	(Not given)	15	6	8	......	...	3	[illegible]
1863-64...	143	56	(Not given)	16	15	8	(Not given)	2	3	[illegible]
1864-65...	(Not given)	109	(Not given)	15	(Not given)	12	(Not given)	2	(Not given)	[illegible]

45. It will be observed that the only examinations held for Professional Degrees have been in the Faculty of Medicine for the Degree of L. M.; and even in the Faculty of Arts the results exhibited are but small when compared with those of the Madras and Calcutta Universities. But nevertheless there is a decided tendency to improvement, and it may be expected that the great attention recently given in Bombay to the development of high school and college education will have a marked effect on the University statistics.

46. The following institutions are shown in the Bombay Calendar of 1865-66 as affiliated to the University, *viz.* :—

Elphinstone College	Bombay.
Poona College	Poona.
Free General Assembly's Institution	Bombay.
Government Law School	Bombay.
Grant Medical College	Bombay.

It is a small list, and all of the institutions but one are in Bombay itself.

47. An encouraging feature in the history of the Bombay University is the magnificence of the contributions which private liberality has placed at its disposal.

In the year 1862-63 the sum of Rs. 20,000 was presented by Munguldass Nathoobhoy, Esquire, for the foundation of a travelling Fellowship.

In 1863-64 the donations received and offered amounted to no less than Rs. 4,71,200: the principal items in the long list being—(1) a donation of Rs. 1,75,000 from 18 gentlemen towards founding a Fellowship in memory of the late Earl Canning; (2) a donation of Rs. 1,00,000 from Cowasjee Jehangeer Readymoney, Esquire, for the erection of University buildings; (3) a like donation of Rs. 1,00,000 from Sorabjee Pestonjee Framjee, Esquire, towards founding a Fellowship; (4) a donation of Rs. 75,000 towards the establishment of a Professorship of Economic Science.

In 1864-65, besides a donation of Rs. 1,200 for providing University mace, there were two munificent donations from Premchund Roychund,—the *first* (Rs. 2,00,000) towards the erection of a University library; and the *second* (Rs. 2,00,000) for the erection of a tower to contain a large clock and a set of joy-bells.

Concluding Remarks respecting the three Universities.

48. Having given above detailed information and statistics respecting each of the three Indian Universities, I may here introduce

the following remarks furnished to me by the Registrar of the Calcutta University, in reply to a question of mine as to whether there was any material difference in the standards for examination in the different institutions :—

There does not appear to be any material difference in the standards for *Matriculation* at the three Indian Universities.

At the Universities of Bombay and Madras, however, a candidate may appear at the B. A. Examination after a period of *three* years' study at an affiliated college, whilst in the University of Calcutta a period of *four* years' study is required. It might be expected that there would be a corresponding difference in the standards of examination for degrees at the three presidencies, and such in fact there appears to be. Both at Bombay and Madras the practice of allowing an under-graduate to exercise an option in the subjects he will take up is permitted to a greater extent than at Calcutta, and, whilst the graduate is examined in a wider range of subjects, it does not seem, from a comparison of the examination papers of the three Universities, that the knowledge of individual subjects exacted from a graduate of this University is more superficial than at the sister Universites of Bombay and Madras."

SECTION IV.

COLLEGES FOR GENERAL EDUCATION.

49. As will be gathered from the heading of this Section, it is proposed to deal only with colleges for *general* education, leaving professional colleges, as well as professional departments of colleges, to be treated of under the subsequent head of "institutions for special education."

50. It may be well also to note that the remarks and statistics here submitted relate only to institutions which are either under Government management, or subject to the inspection of Government officers. There are some affiliated institutions (principally in Bengal and Madras) which are neither aided by Government nor subject to the inspection of Government officers; but the local education reports contain no information respecting them, and it would obviously be impossible at present to get from the managers of such institutions the statistics necessary for incorporation in the statements now given.

51. The following statement gives a comparative view of the statistics of college education in the several presidencies and provinces :—

Statement containing statistics regarding Colleges for general education for the year 1865-66.

		Bengal.		N. W. Provs.		Punjab.		Madras.		Bombay.	
		Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.
Number of Colleges		7	5	3	4	2	1	1	1	2	None.
Number of pupils attending them.	Number on rolls	763	339	190	*	36	15	82	*	167	
	Average attendance ...	723	315	159	*	29	12	62	*	143	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Expenditure ...	From Government (Imperial) Funds	1,27,673	19,374	64,579	*	33,624	447	36,888	*	74,945	
	From private or local sources ...	76,417	57,855	9,101	*	1,420	3,753	3,118	*	33,201	
	Total ...	2,04,090	77,229	73,680	*	35,244	4,200	40,006	*	1,08,146	
Annual cost of educating each pupil.	Cost to Government ...	176	61	406	*	1,168	37	558	*	524	
	Total cost ...	282	245	485	*	1,215	350	607	*	756	

* The four private colleges in the North-Western Provinces and the one institution of this class in Madras are also collegiate schools, and the statistics given in the local education reports do not distinguish between the college and school branches. It would serve no good purpose to enter in this statement the combined statistics, and the columns have, therefore, been left blank.

52. The following statement contains a classification of the pupils attending the colleges:—

Classified statement of pupils attending the Colleges for general education in 1865-66.

		Hindoos.	Mahomedans.	Others.	Total.
Bengal ...	Government Institutions ...	727	14	8	*749
	Private " ...	294	13	32	339
N. W. Provinces.	Government Institutions ...	† 169	† 19	†2	190
	Private " ...	‡	‡	‡	‡
Punjab ...	Government Institutions ...	29	4	3	36
	Private " ...	10	3	2	15
Madras ...	Government Institutions ...	73	...	9	82
	Private " ...	‡	‡	‡	‡
Bombay ...	Government Institutions ...	124	4	39	167
	Private " ...	....	....	....	....
Total ...	Government Institutions ...	1,122	41	61	1,224
	Private " ...	304	16	34	354
	Grand Total ...	1,426	57	95	1,578

* Exclusive of four out-students in Patna college.
† Given approximately in the same proportion as for the college and school departments combined.
‡ Separate statistics for the college department not available.

53. In the Government institutions the annual cost of education each pupil is, as will be observed, by far the greatest in the Punjab where it amounts to no less than Rs. 1,215. The Punjab colleges were only recently formed, and the small number of pupils as yet attending them gives rise to this result. It may be that the establishment of two expensively equipped colleges in the Punjab (at Lahore and Delhi) was a little in advance of the actual and immediate requirements of that province in respect of college education; but the various zillah schools of the Punjab, which are yearly improving in status, will doubtless ere long provide a supply of students more commensurate with the cost of the college establishments maintained for their education, and thus bring the present excessive expense of educating college pupils in the Punjab nearer to the level of other provinces.

54. The division of pupils into "Hindoos," "Mahomedans," and "others" shows, as might be expected, the very large predominance of the Hindoo element among the students. Apart altogether from the relative proportion of Hindoos among the upper and middle classes of the population of the country, it is unquestionable that the Hindoos as a race take more readily to our system of education. Of the whole number of Hindoos and Mahomedans attending colleges, only 3½ per cent. are Mahomedans.

55. I now proceed to offer a few remarks respecting the colleges of each presidency and province.

Bengal.

56. The institutions of this class in Bengal are given in detail in the margin. The Presidency College was established in 1855 on the basis of the old Hindoo College. A full account of the history of the Hindoo College, the destruction of its exclusive character, and its incorporation in the plan for the foundation of the Presidency College, as well as a sketch of the scheme on which the latter was founded, will be found in No. XIV of the Selections from the Records of the Bengal Government. The main features of the re-organisation consisted in the establishment of Chairs for Moral and Mental Philosophy and Logic, for Natural Philosophy and Astronomy, for Natural History and Geology, which did not exist in the old Hindoo College, and also in the establishment on a defined footing of a separate department for the study of Law. In 1864-65 a third department of

Government Institutions.	*Date of foundation.*
1. Presidency College, Calcutta ...	1855
2. Dacca College, Dacca	1841
3. Berhampore College, Berhampore	1853
4. Kishnaghur College, Kishnaghur	1846
5. Patna College, Patna	1862
6. Sanscrit College, Calcutta ...	1836
7. Hooghly College, Hooghly ...	1824
Private Institutions.	
1. Cathedral Mission College, Calcutta	1865
2. Doveton College, Calcutta ...	1855
3. Free Church Institution, Calcutta	1830
4. General Assembly's Institution, Calcutta	1830
5. St. Xavier's College, Calcutta ...	1860

Civil Engineering was added to the college, consequent upon the abolition of the separate Civil Engineering College. The professional departments will, however, be separately treated of under the head of "Institutions for Special Education."

Presidency College.

57. The Presidency College (general department) is conducted by a Principal and six Professors aided by five Assistant Professors. The following brief account of the institution is taken from the Bengal Education Report of 1863-64:—

The course of study for under-graduate students extends over four years, and a fifth-year class is also maintained, consisting of graduates who are preparing to present themselves at the examination for University Honors or for the M. A. Degree. The college possesses an Endowment Fund, partly derived from subscriptions raised to commemorate the services rendered to education by Baboo Dwarkanath Tagore, Sir Edward Ryan, and Mr. Bird, and partly from sums contributed by the Native community for the maintenance of the old Hindoo College. These funds yield a yearly income of Rs. 4,132, which is devoted to the establishment of 10 Graduate Scholarships, tenable for one year. The holders, who must be Bachelors of Arts, are required to attend the college regularly, and to prepare themselves for the examination for University Honors in any branch they may select.

The large attendance (monthly average 301) at this college, the high fee rate (Rs. 10 per mensem, about to be increased to Rs. 12), yielding an income of Rs. 32,000 per annum, and the great prominence which the institution has in all the University lists, indicate the position which it has attained, and mark it out as a most encouraging proof of the stimulus which of late years has been given to education in the metropolis. It is true that since 1864 the number of pupils has decreased from 367 to 310, but this is due to the large extension of the means of college education which has recently taken place in various other colleges both in Calcutta and in the Mofussil, and it is no subject therefore for regret. The classes are now stated to be as full as is consistent with a proper attention on the part of the Professors to the studies of their pupils.

Dacca College.

58. The next college on the Bengal list is the Dacca Institution. The Dacca College has long held the position of the best Mofussil College in Bengal, but until within the last few years, the upper classes existed in little more than the name; the few students in them being almost without exception scholarship-holders. But of late the Dacca College has improved in this respect. In 1865-66 this college furnished 2 successful candidates for the Degree of M. A., 4 for the Degree of B. A., and 22 for the First Arts Examination.

Berhampore and Kishnaghur Colleges.

59. The next two colleges on the list are those at Berhampore and Kishnaghur. It was only recently that the staff of these colleges was raised so as to enable them to educate up to the B. A. Degree; 3rd and 4th year classes

being opened for this purpose in 1865-66. Both of these colleg[es] ha[ve] greatly extended their usefulness within the last few years, the aggre[gate] number of pupils having risen from 64 in 1862 to 148 in 1866.

PatnCollege.

60. The next college (Patna) was opened in 1862 for the pur[pose] chiefly of affording the means of a go[od] education to the Mahomedan population [of] Patna and its neighbourhood. There are only as yet 20 students in [the] college (distributed among three classes), and most of them are schol[ar]ship-holders. The Patna College is, of course, chiefly dependent for [its] students on the pupils of the surrounding zillah schools who pass [the] Entrance Examination, and it will perhaps take some time before [the] advantages of a college education come to be appreciated in that part [of] the country in the same degree as in some other parts of Bengal.

Oriental Colleges.

61. The next two colleges are those called the Sanscrit and Hoog[hly] Colleges; they are the remains of what were o[nce] purely Oriental Seminaries, and I have thou[ght] it best to reserve an account of them for a separate Section (VII) [of] this note.

Private Colleges.

62. The next five institutions on the Bengal list are private c[ol]leges aided by Government. The Cathed[ral] Mission College was established in 1865 in co[n]nection with the Church Missionary Society, and is supported mainly [by] the Cathedral Church Mission Fund made over to the Church Mission[ary] Society in 1857 by the late Bishop Wilson, by whom the fund was origi[n]nated. The institution educates up to the B. A. standard. The Dove[ton] College was established in 1855, when a legacy of Rs. 2,30,000 [was] left by Captain Doveton to the Parental Academy, with which the colleg[e] in question is connected. This College and the Free Church of Scotlan[d] Institution founded in 1830 by Dr. Duff rank clearly first in the list [of] private aided colleges in Bengal, as is evidenced by their success in th[e] University Examinations. The two remaining institutions (Gen[eral] Assembly's Institution and St. Xavier's College) make but little fig[ure] in the University returns.

63. The following returns of the University Examinations in th[e] Faculty of Arts, in respect of Bengal students, may appropriately b[e] introduced here as affording some means of judging the relative po[si]tion of Government and private colleges :—

	Passed.		
	First Arts Examination, 1865-66.	B. A. Examination, 1865-66.	M. A. Examination, 1865-66.
From Government colleges ...	130	56	13
From private colleges (aided) ...	32	15	1
Ditto ditto (unaided) ...	3	...	...
School-masters	13	4	1

North-Western-Provinces.

64. The colleges in the North-Western Provinces are given on the margin. There is another Government institution in the North-Western Provinces, *viz.*, the Ajmere Collegiate School, which has been affiliated to the Calcutta University, but which is not shown by the Director of Public Instruction in the list of colleges. Probably the institution does not practically train under-graduate students to the extent that would warrant its being placed in the list. The main point of interest in connection with the three Government colleges is the establishment within the last few years of boarding-houses in connection with them and the attached schools. These boarding-houses constitute rather a novel feature in Indian educational institutions, and they are stated to have worked extremely well. The primary object in view was to encourage the attendance at these central institutions of youths from other parts of the country, and the object has been fully attained. The boarding-houses have, for the most part, as many inmates as they can contain, and the teachers have found that the boarders are their best pupils. The pupils have been encouraged with success to take an interest in gardening and other useful employments out of school hours as well as in athletic sports and English games. Full accounts of these boarding-houses will be found in the Education Reports of the North-Western Provinces for the last three years.

Government.	*Date of foundation.*
1. Agra College ...	1823
2. Bareilly College ...	1837
3. Benares College ...	1792
Private.	
1. St. John's College (Church of England Mission), Agra ...	1850
2. Joy Narain's College, Benares ...	1853
3. St. Peter's College, Agra.	
4. Victoria College, Agra.	

65. Of the private colleges in the North-Western Provinces, St. John's College, Agra, was established in 1850 in connection with the Church Missionary Society at Agra; the large and handsome Gothic building in which the classes are now held being completed in 1850. Joy Narain's College at Benares was founded as a school in 1818 by Rajah Joy Narain Ghosal Bahadoor in gratitude for his recovery from a protracted illness. It was raised to the status of a college in 1853.

66. The colleges of the North-Western Provinces do not as yet make much show in the University returns, but considerable improvement is observable, as will be seen from the following figures:—

	1863.	1864.	1865.
First Arts Examination	4	5	9
B. L. Examination	1	2	3

Punjab.

67. In the Punjab there are three colleges as noted on the margin, all of which were established in 1864. The short experience of the two Government colleges has not been of the most encouraging kind. It has been found difficult to get students, and still more difficult to keep them,

Government.	*Date of foundation.*
Lahore College ...	1864
Delhi College ...	1864
Private.	
Lahore Mission College	1864

so much so that the necessity of paying all, or nearly all, of them for their attendance, under the name of scholarships, was seriously pressed upon the consideration of Government. As already pointed out, the calculated cost of educating pupils in the Government colleges of the Punjab (Rs. 1,215 for each pupil per annum) is enormously high; but as the pupils increase in numbers, the average cost of each will, of course, be less; and there seems to be ground for expecting that the numbers will increase,* for not only are the Punjab zillah schools (the natural feeders of the colleges) improving, but in the new rules for the examination of candidates for tehsildarships and other appointments, due weight has been accorded to success in the University Examinations. For the present, however, it is difficult to deny that the expense of the two Government colleges in the Punjab is disproportionate to the results obtained.

* There was in 1865-66 an average attendance of only 8 students in the Lahore College, and 21 in the Delhi College.

68. The single private college in the Punjab was engrafted, in 1864, on the Lahore Mission School,—an institution founded in 18[illegible] soon after the annexation of the Punjab, by the American Presbyterian Mission. The college department, although yet in its infancy, appears to give good promise of success. The students are not very numerous,—only 15, with an average attendance of 12, but this is considerably more than are to be found in the Government college at the same place (Lahore), which has only 12 students, with an average attendance of 8. It is to be noted also that in 1865-66, the first year in which any Punjab candidates presented themselves for the First Arts Examination, half (5) of the successful students, including the only one classed in the first division, belonged to this private college, the other half coming from the two Government colleges at Lahore and Delhi.

Madras.

	Date of foundation.
Government.	
Presidency College ...	1841
Private.	
Doveton Presidency College	1855

69. The two colleges in Madras are the Presidency College (Government) and the Doveton Protestant College (private). The Madras Presidency College assumed that name in 1855, having been previously known as the Madras University. It is only within the last few years that it has really deserved the name of college, but the results of each year have testified to its improving condition. The number of students, which for 1862-63 was only 47, has steadily increased to 81 for 1865-66, and more than half of the last mentioned number come from other districts of the presidency, which shows that the growing appreciation of college education is not confined to the presidency town. The following statistics of the University show the position held by the Madras Presidency College relatively to other institutions :—

	Presidency College.	Other Government Institutions.	Private Institutions.
Passed in First Arts Examination in 1865-66	29	24	23
Passed in B. A.	6	None.	None.

70. And here it is necessary to explain that, although there is in the Madras presidency only one Government college for general education, there are several other institutions (provincial schools, &c.) which educate, as the above statistics show, beyond the Matriculation standard, and which, whether affiliated or not, are allowed by the Madras University to send up candidates.

71. The Doveton Protestant College, which is the only private institution shown in the Madras statistical returns under the head of colleges, seems hardly to deserve that distinction. During the last three years, 1863-64, 1864-65, and 1865-66, the Doveton College has not passed a single B. A. student, and has passed only four students in the First Arts Examination. There are other private institutions which have done more; and it is difficult, therefore, to understand on what principle a classification has been made in the Education Report which singles out the Doveton Protestant College as the only private institution entitled to the rank of a college for general education.

Bombay.

Government.	*Date of foundation.*
Elphinstone College ...	1835
Poona College ...	1851

72. The two colleges in Bombay are both Government institutions, *viz.*, the Elphinstone College, Bombay, and the Poona College, Poona. There are no private colleges open to Government inspection, but there is one private college, the "Free General Assembly's Institution," which has been affiliated to the University, and is excluded from present notice, simply because not being open to Government inspection, no statistics respecting it are embodied in the education reports. This institution, however, has had but very limited success in the University Examination, having passed altogether only two B. A. students. The University Examination Returns in the Faculty of Arts are composed almost exclusively of pupils from the Elphinstone and Poona Colleges. These two Government colleges underwent a thorough reform in 1857-58, an account of which will be found in the report of that year. They were both recognized by the University in 1860.

73. The following account of the Elphinstone College is taken from the Bombay University Calendar of 1865-66 :—

Elphinstone College arose by a separation in the year 1856 of the professorial element from the "Elphinstone Institution," which henceforth became a high school.

The Elphinstone Institution had its origin in a meeting of the Bombay Native Education Society on the 22nd August 1827, to consider the most appropriate method of testifying the affectionate and respectful sentiments of the inhabitants of Bombay to the Hon'ble Mountstuart Elphinstone on his resignation of the Government of Bombay. The result of this meeting was that a sum of money, amounting to Rs. 2,29,656, was collected by public subscription towards the endowment of Professorships for teaching the English language, and the Arts, Sciences, and Literature of Europe, to be denominated

the Elphinstone Professorships. This sum afterwards accumula[ted to] Rs. 4,43,901, and the interest of it is augmented by an annual subscr[iption] from Government of Rs. 22,000.

In 1863 Cowasjee Jehangeer Readymoney, Esquire, Justice of the P[eace,] Bombay, presented Government with Rs. 1,00,000 towards erecting su[itable] college buildings for Elphinstone College, to be called the "Cowasjee Jeh[angeer] buildings."

In 1864, on account of the rise in the prices of building material[s and] labor, Mr. Cowasjee Jehangeer added a second sum of Rs. 1,00,000 to his for[mer] munificent donation.

74. The number of successful candidates coming from the Elph[in]stone College to the University Examination appears to be stea[dily] increasing. It passed 7 in the First Arts Examination in 1861 a[nd] 13 in 1865. In the B. A. Examination the number of success[ful] competitors from the Elphinstone College has risen from 4 in 18[..] to 10 in 1865, and in the M. A. Examination the number has ri[sen] from 1 in 1862 to 4 in 1865. The average attendance at the instit[u]tion has also increased from 65 in 1861-62 to 78 in 1865-66. A[ll] this betokens an increasing efficiency and popularity, and the com[]paratively high fee rate (Rs. 10 per mensem) shows that educat[ion] is not without a considerable money value in the eyes of those who t[ake] advantage of it.

75. The following account of the Poona College is taken from [the] Bombay University Calendar for 1865-66 :—

On the occupation of the Deccan by the British Government in 1818, [it] was found that a certain portion of the revenues of the Maratha State h[ad] been yearly set apart for pensions and presents to Brahmans (Dakshina). T[o] prevent hardship and disappointment, and to fulfil the implied obligations of t[he] new rulers, the British Government continued these payments; but as th[e] pensions and allowances fell in, they resolved, while maintaining the same tot[al] expenditure, under the name of the Dakshina Fund, to devote a portion of i[t] to a more permanently useful end, in the encouragement of such kind of learn[]ing as the Brahmans were willing to cultivate. With this view the Poon[a] College was founded in 1821 as a Sanscrit College, exclusively for Brahmans.

In 1837 some branches of Hindoo learning were dropped; the study [of] the vernacular and of English was introduced, and the college was opened [to] all classes; and after having been amalgamated with the English School [in] 1851, it arose in its present form in 1857, by a separation of the college divisio[n] from the school division. From another portion of the Dakshina Fund, Daksh[ina] Fellowships have been [illegible]nded, of which four, *viz.*, one senior Fellowship [of] Rs. 100 per mensem, a[illegible]e junior Fellowships, each of Rs. 50 per mens[em,] are attached to the colleg[e].

In 1863 Sir Jamsetjee Jejeebhoy, *Bart.*, offered to Government the sum [of] Rs. 1,00,000 to provide suitable college buildings for the Poona College.

76. The Poona College passed in 1865-66 12 students in the Fir[st] Arts Examination, 3 in the B. A. Examination, and 1 in the M. A. Examination. These figures are considerably less than those alread[y] given for the Elphinstone College, but the progress of the Poona Colleg[e] during recent years has been perhaps the greater of the two.

77. The Director of Public Instruction makes the following remarks in his report of 1865-66, *viz.* :—

The Government Arts Colleges (Elphinstone and Poona) are in a good condition as regards discipline and teaching, and the humanizing influence which they exercise. Poona College has begun to gain on Elphinstone College both in numbers and University successes. This is owing partly to the efficient condition of the Poona High School, partly to the appreciation of literary education among the Brahmans of the Deccan. It is a source of regret that Elphinstone College remains stationary in point of numbers. This I attribute partly to the recent disturbed condition of the popular mind in Bombay (on account of commercial excitement), which has been unfavorable to educational development, but especially I attribute it to the general want of feeling for literature among the Parsees, who, with all their stirring and energetic qualities and their Europeanizing tendencies, seem to have hardly any ideas for their children beyond the desk or the counter. Except two grandsons of the Hon'ble Mr. Framjee Nusserwanjee Patel, there is, I think, no scion of any leading Parsee family under collegiate instruction. Looking at the matter broadly, we find that out of about 100 students who passed the Matriculation Examination last year, about 50 joined the Government colleges, the rest having for the most part accepted school-masterships and other small appointments. If the same average were continued, about 25 students per annum only would enter each of the Government Arts Colleges, which would give an attendance for the three years' course at each of the colleges of about 75 or 80 students.

But the great encouragements recently held out to University Graduates by His Excellency the Governor of Bombay in Council and by the High Court will doubtless prove a powerful stimulant towards increasing the number of collegiate students. I refer in particular—1*st*, to a circular letter from the Government to the Revenue Commissioner, No. 4481, dated 31st October 1865, requesting that mamlutdars' appointments may be, as far as possible, conferred on Bachelors of Arts ; 2*ndly*, to the appointment by His Excellency in Council of a Deputy Educational Inspector in the Belgaum sub-division to be Deputy Collector ; 3*rdly*, to a resolution of Her Majesty's Hon'ble Bench of Justices, dated 22nd June 1866, No. 932, admitting Bachelors of Laws, under certain conditions, to practise as advocates on the Original Side of the High Court ; 4*thly*, to the recent appointment by Government of a Bachelor of Laws, to act as Judge in the Court of Small Causes. These encouragements will do more than anything which this department could possibly effect to promote higher education in the presidency.

SECTION V.

SCHOOLS.

78. It is proper to note at the outset that the statistics here given respecting schools refer only to schools managed by Government, or open to the inspection of Government officers. There are, of course, private schools in some parts of the country which receive no aid from Government, and are not open to Government inspection ; but their number is quite insignificant in comparison with those managed or inspected by Government officers, to which the following statistics relate :—

Government Schools and Private Schools open to Go

	Bengal. Government Institutions.	Bengal. Private Institutions. Aided.	Bengal. Private Institutions. Unaided.	North-Western Provinces. Government Institutions.	North-Western Provinces. Private Institutions.	Punjab. Government Institutions.	Punjab. Private Institutions.	Madras. Government Institutions.	Madras. Private Institutions.
Number of Institutions.									
Higher Class	50	83	7	5	4	24	18	13	[illegible]
Middle "	117	849	92	265	78	71	52	68	[illegible]
Lower "	81	1,132	73	3,097	5,161	1,768	8	17	[illegible]
Female "	3	192	25	497	77	333	696	....	[illegible]
Total	251	2,256	197	3,864	5,320	2,196	769	98	[illegible]
Number of pupils attending them.									
Higher Class	9,339	10,507	1,481	1,545	1,214	8,140	5,297	3,132	[illegible]
Middle "	8,124	37,924	3,501	20,260	10,232	6,999	1,515	3,786	[illegible]
Lower "	2,787	36,307	1,962	95,535	59,720	60,373	108	498	[illegible]
Female "	153	5,070	489	9,269	1,494	6,834	12,727	...	[illegible]
Total	20,403	89,808	7,433	1,26,609	72,660	82,346	19,647	7,416	[illegible]
Expenditure.	Rs.	Rs.	Not given.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
Higher Class { From Imperial Funds	2,00,328	56,058		1,08,983	18,333	1,21,788	54,303	1,03,986	[illegible]
Higher Class { From other sources ...	1,95,108	1,30,850		8,892	35,541	29,894	78,304	15,983	[illegible]
Middle " { From Imperial Funds	45,405	1,51,169		60,633	77,320	19,924	14,067	37,069	[illegible]
Middle " { From other sources ...	19,883	2,49,608		28,130	1,01,833	12,080	16,812	9,355	[illegible]
Lower " { From Imperial Funds	12,549	57,595		62,203	13,815	22,874	319	2,034	[illegible]
Lower " { From other sources ...	2,720	62,561		1,73,153	2,49,583	1,51,277	263	...	[illegible]
Female " { From Imperial Funds	7,410	30,528		20,698	14,460	10,487	25,100	...	[illegible]
Female " { From other sources ...	35	50,570		7,377	15,696	13,894	16,495	...	[illegible]
Total " { From Imperial Funds	2,65,692	2,95,350		2,52,517	1,23,928	1,75,073	93,869	1,45,909	[illegible]
Total " { From other sources ...	2,17,726	4,93,589		2,17,552	4,02,653	2,06,945	1,12,874	25,338	[illegible]
Grand Total ...	4,83,418	7,88,939		4,70,069	5,26,581	3,82,018	2,06,743	1,70,247	[illegible]

ment Inspection,—Statistics for the year 1865-66.

Bombay.		Oudh.		Central Provinces.		Mysore.		British Burmah and the Berars.	
Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.
9	2	10	4	1	1	6	4	Owing to the very recent appointment of Directors of Public Instruction and the organization of regular education departments in Burmah and the Berars, no sufficient statistics are available. But a general reference to the schools in those provinces will be made in the body of this note.	
165	20	34	12	105	11	9	7		
1,121	69	61	36	546	680	32	15		
83	Included in above.	...	11	92	...	...	7		
1,378	91	105	63	744	692	47	33		
1,741	665	1,395	1,135	270	223	831	529		
23,794	2,358	2,989	1,042	10,033	940	392	888		
67,324	4,174	2,004	1,240	18,984	13,774	1,126	1,472		
Included in above.	Included in above.	...	270	2,361	...	...	345		
92,859	7,197	6,388	3,687	31,648	14,937	2,349	3,234		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
78,321	1,939	33,876	28,777	10,945	1,650	21,878	13,435		
40,922	31,664	6,425	15,910	1,260	3,733	...	16,650		
1,09,340	30,118	26,753	3,829	50,060	9,541	9,609	5,070		
1,39,274	95,191	10,151	6,506	39,433	10,438	..	3,507		
1,74,036	7,459	(Nil)	2,409	689	428	7,581	3,986		
2,48,651	93,491	5,082	4,963	1,09,092	18,685	...	4,346		
Included in above.	Included in above.	..	2,726	83	...	...	3,070		
	...	..	8,692	11,942	...	...	4,929		
3,54,308	39,495	59,629	37,741	61,797	11,619	39,068	25,561		
3,89,847	2,28,286	20,658	36,131	1,61,727	32,856	...	29,492		
7,44,150	2,67,781	80,287	73,872	2,23,524	44,475	39,068	55,053		

79. It should be explained here that the classification of schools into "higher," "middle," and "lower" classes made by the educational authorities of the different presidencies and provinces has been somewhat altered by me.

80. "Higher class" schools are those which educate up to the University Entrance standard; and although in some cases schools may have been included by the local educational authorities in this class with reference rather to a professed ability to educate up to that standard than to actual results, the classification may perhaps be accepted as sufficiently correct, and I have not therefore altered it.

81. But the distinction between middle class and lower class schools has never been very precisely laid down, and hence different principles of classification have been adopted by the local authorities, which I have found it necessary to alter in order to preserve uniformity. The resolution of the Government, by which the classification was directed, described the "middle class" as "composed of schools which do not educate up to the University standard, but which are above the schools designed for the education of the masses," and the "lower class" as "composed of schools located in villages, towns, &c., and designed primarily for the education of the masses."

82. In Bengal the "lower class" has been made to include only the "strictly elementary" schools in which instruction is "conveyed exclusively in the vernacular," and is "mainly confined to reading, writing, and simple arithmetic," all other schools, whether vernacular or Anglo-vernacular (not being institutions educating up to the University standard) being entered under the "middle class." This is perhaps, on the whole, the best principle of classification, and it appears to have been carried out in all provinces, except the North-Western Provinces, Oude, and the Central Provinces, where the tehsil or town schools have been wholly or partly entered in the lower class. As these schools all provide a more than elementary vernacular education, I have transferred them to the head of "middle class schools."

83. Too much importance must not, however, be attached to the classification of schools, for, apart from mere errors of classification, it is obvious that any classification based on the standards up to which the various kinds of schools profess to educate must be more or less liable to mislead. An Anglo-vernacular school, for instance, may have a few advanced pupils preparing for the University Entrance standard, entitling it to be ranked as a higher class school; but the great bulk of its pupils may be under education of a very much lower kind, and a considerable number may be under tuition of the most elementary character. Yet all these pupils will be shown as belonging to a higher class school. Attempts are, however, being made in some parts of the country (especially perhaps in Bombay) to draw a clear line of distinction between the different grades of schools, and to make the education

in one grade commence where the education of the next lower grade of schools ends, and it will perhaps be time enough, when some progress has been made in this respect, to consider the propriety of altering the statistical forms.

84. I proceed to offer a few remarks respecting the schools of each class included in the statement given above.

SCHOOLS—HIGHER CLASS.

Bengal.

85. In Bengal the 50 Government higher class schools consist of 11 collegiate and branch schools attached to, or in connection with, the colleges, and of 36 zillah schools. Four zillah schools were established during 1865-66 at the places marginally noted, thereby supplying with Government zillah schools the only four districts in Bengal which, till then, were without them. Three of the existing schools (at Gowalpara, Rungpore, and Darjeeling) were at the same time placed on an improved footing, and the Gowhatty school was raised to the status of what the Director of Public Instruction calls a "high school," by which he means an institution capable of educating up to the "First Arts" standard of the University,—the Government assignment being increased from Rs. 2,666 to Rs. 12,000 per annum. A similar elevation of status has quite recently been proposed in respect of the Cuttack zillah school. The under-graduate classes of such institutions belong more properly to the statistical heading of "college students," and I believe that the Director of Public Instruction intends to adopt this classification in future. One of the Bengal higher class schools, called the Cullingah Branch School (a branch of the Presidency College) was until recently a purely Mahomedan institution. During 1865-66, however, it was thrown open to all classes; the fee rate being fixed at Rs. 4 per mensem for all pupils other than Mahomedans, for whom the previous fee rate of Re. 1 was continued.

Tezpore (Durrung).
Nowgong.
Chyebassa (Singhboom).
Hazareebaugh.

86. The following figures will give some idea of the working cost of higher class schools in Bengal in 1865-66:—

	Government schools.	Private schools (aided).
Number of institutions	50	83
Average number of pupils	8,540	9,738
	Rs.	Rs.
Cost charged to imperial funds ...	2,00,328	56,058
" to other sources of income ...	1,95,108	1,30,850
Total ...	3,95,436	1,86,908
Average total annual cost per pupil ...	46	19
" annual cost to Government per pupil	23	5

Statistics respecting Fees.

	Government schools.	Private schools (aided).
	Rs.	Rs.
Total amount of fees, fines, &c., realized from pupils during the year	1,65,105	86,317
Average ditto per pupil	19	8¾

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools...	7,856	1,222	98
Private schools	8,972	339	312
Total ...	16,828	1,561	410

87. It thus appears that the annual cost of educating each pupil in the Government schools of the higher class in Bengal is Rs. 46. Of this, the imperial revenue is charged with exactly one-half (Rs. 23), the remainder being defrayed from local sources, such as endowments, subscriptions, fees, &c. It is satisfactory to note that by far the greater portion of the local income in Government schools is derived from fees, and this source of income may be expected to increase not only with the number of pupils, but with the development of an appreciation among the Natives of the advantages of a good education, which will render it possible and proper to raise the fee rate.

88. The cost of education in private schools of the class under notice, is, as will be seen, much less than in Government institutions. That this should be the case is not surprising, and it may be noted as a partial explanation that the private institutions do not generally come up to the same high average standard as the Government schools. This is evident from the University returns. The average fee per pupil in aided schools (Rs. 8-13) is much less than the average fee (Rs. 19) in Government schools, but the proportion borne by the fee income to the total expenditure in aided schools (46 per cent.) is rather more than the proportion (43 per cent.) in Government schools.

89. The division of pupils into Hindoos, Mahomedans, &c., shows that there are about 11 Hindoos attending higher schools in Bengal for every Mahomedan.

90. The University returns bear strong evidence of the successful working of the higher class schools in Bengal. The average number of Bengal students who have passed the Entrance Examination

in the last four years (1862-63 to 1865-66) is 521. The following details of the results of the examination for 1865-66 may be given :—

UNIVERSITY ENTRANCE EXAMINATION.

Bengal Students.

December 1865.	Number of candidates.	Number passed.		
		1st Division.	2nd Division.	Total.
Government schools	548	30	191	221
Private schools (aided) ...	549	12	152	164
" (unaided) ...	174	3	40	43
School masters	17	......	2	2
Private students	33	......	3	3
Total ...	1,321	45	388	433

North-Western Provinces.

91. The 9 higher class schools of the North-Western Provinces consists of the school departments of the 3 Government colleges at Agra, Benares, and Bareilly; of the Government schools at Ajmere and Etawah; and of the school departments of the 4 private colleges—1 at Benares, and 3 at Agra. A brief reference has already been made in Section I to the steps which have been taken for establishing 21 zillah schools in the North-Western Provinces in lieu of the 2 middle class institutions now existing. The majority of these institutions will doubtless at first starting take rank as middle class institutions; but some will, I imagine, from the outset, be equipped in a manner enabling them to educate up to the University Entrance standard, and will therefore rank as higher class schools. All of them ought eventually to be brought up to this standard. The establishment of zillah schools in the North-Western Provinces is a noticeable point in the history of education in those provinces. The want of such schools was a marked feature of the organization; the education department holding to the idea of the gradual development of educational progress from below (the very opposite of the Bengal idea), and objecting to establish zillah schools till the schools of a lower grade had developed a desire for higher education, and supplied the requisite material in the way of pupils qualified to benefit by such education. The step now taken may perhaps have been a little too long delayed, but the good substratum laid in past years, in the shape of efficient schools of a lower class, will doubtless make the development of the new zillah schools all the more rapid and substantial.

92. The following figures give statistical information for 1865-66 respecting the higher class schools of the North-Western Provinces similar to those already given for Bengal:—

	Government schools.	Private schools.
Number of institutions	5	4
Average number of pupils	1,416	1,006*
	Rs.	Rs.
Cost charged to imperial funds	1,08,983	18,333*
" " to other sources of income ...	8,892	35,541*
Total ...	1,17,875	53,874*
Average total annual cost per pupil ...	83	53*
" annual cost to Government per pupil ...	76	18*

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year	13,584 †	12,122*
Average ditto per pupil	8½†	12*

Pupils.

	Hindoos.	Mahomedans.	Others.	
Government schools	1,487	166	19	Including college department returns, separate returns not being available.
Private schools ...	873	209	107	
Total ...	2,360	375	126	

93. While in Bengal the average cost of each pupil in Government higher class schools was only Rs. 43 (of which Rs. 23 were paid by Government), in the North-Western Provinces the average cost is Rs. 83 (of which Rs. 76 were paid by Government). The cost per pupil in private schools is in like proportion higher in the North-Western Provinces than in Bengal. The cause of this is not, as might be supposed, that the Bengal schools are better filled, making the average cost of each pupil less; for in point of fact the schools in the North-Western Provinces have a larger attendance. The inference is that the expenditure in the institutions of the North-Western Provinces is on a much higher scale than in Bengal.

* The statistics in respect of the private schools include those of the college departments. The local statements do not show them separately.

† These figures include the college returns, there being no separate returns for the school department available.

94. The following figures in respect of fees will show more clearly how matters stand :—

North-Western Provinces	Average fee. Rs. A.
Government collegiate institutions	11 8 per annum.
Government schools of the higher class ...	2 15 ,,
Private collegiate institutions	12 0 ,,

The small fee of Rs. 2-15 per annum, or barely 4 annas per month in the two schools, is noticeable. Even the fee in the collegiate institutions is small.

There were 28 students from the North-Western Provinces who passed the University Entrance Examination in 1865; of these, 9 passed in the 1st division.

Punjab.

95. The 42 higher class schools entered in the Punjab column of the statement already given consist of 24 Government zillah schools and 18 private institutions, of which all but 3 are seminaries maintained and managed by missionary bodies. It seems probable that the Punjab Director of Public Instruction makes out the list of higher class schools with reference rather to expectations than to actual result. He may perhaps have satisfied himself that each of the 42 institutions is really able to educate up to the University standard,—although in that case it would be difficult to deny that the means of education supplied are in advance of the ability of the pupils to take advantage of them. But whatever may be the explanation, certain it is that, notwithstanding the existence of 42 higher class schools, the Punjab could count only 23 successful candidates at the University Entrance Examination of 1865-66. There were actually more successful candidates from the North-Western Provinces with its 9 higher class schools, than from the Punjab with its 42 institutions.

96. The following statement gives statistical information respecting higher class schools in the Punjab, corresponding to that already given for Bengal and the North-Western Provinces :—

	Government schools.	Private schools.	Private schools excluding 3 institutions for European children.
Number of institutions ...	24	18	15
Average number of pupils ...	6,610	4,061	3,896
	Rs.	Rs.	Rs.
Cost charged to imperial funds ...	1,21,788	54,363	29,684
" to other sources of income	29,904	79,394	44,642
Total ...	1,51,682	1,33,667	74,326
Average total annual cost per pupil ...	23	32¾	19
" annual cost to Government per pupil	18	13	7

Statistics respecting Fees.

	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Total amount of fees, fines, &c., realized from pupils during the year	11,264	0	0	30,551	0	0	3,518	0	0
Average ditto per pupil ...	1	11	0	7	7	0	0	14	0

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	5,926	1,874	340
Private schools	3,451	1,488	358
Total ...	9,377	3,362	698

I have added a column showing the results in respect of private schools excluding 3 institutions for European children, as the inclusion of the latter interferes with the use of the statistics.

97. The cost of zillah school education in the Punjab is very moderate, being only half the amount per pupil shown in the Bengal returns. But the much higher class of education (as shown by the University returns) given in the Bengal institutions, and the preponderance of lower class pupils in the Punjab schools fully accounts for the difference.

98. The average fee realized from each pupil in the Punjab higher class schools is extremely small, being only 2¼ annas per mensem, while in private schools for Natives it is only 1½ anna per mensem. The attention of the Punjab Education Department was, as the Government is aware, drawn to this point some time ago; but there has not apparently been any material improvement up to 1865-66. It is true that the Director of Public Instruction states in his report for 1865-66, that the amount collected as fees "continues to increase favorably," and he gives statistics which show that while the fee collections in Government zillah schools were only Rs. 4,690 in 1862-63, they had reached Rs. 11,264 in 1865-66; but it is nevertheless a fact that the average rate per pupil in 1865-66 is actually slightly *less* than the average in 1862-63. The matter obviously requires further attention on the part of the Director of Public Instruction in the Punjab.

99. The large increase which of late years has taken place in the number of pupils attending zillah schools in the Punjab is due principally to the adoption of what is called the "Branch School system." This system was described as follows in the report of 1863-64 :—

The immense increase in attendance shown above has been produced chiefly by the opening of branches to the zillah schools, as noticed in paragraph 38 of my last annual report. Commenced at Delhi, the system has been there carried out very completely, and has been gradually extended to other places. It is very economical, and decidedly efficient and popular. We can never depend upon more than a small percentage ofthe boys, who enter our schools in the lowest class, staying until they reach the highest class, and pass the University

Entrance Examination. The only way then to secure the full number in the highest class, which a single master can manage, say from 20 to 25 boys, is to have at least 800 boys in all under instruction. The plan followed, as a rule, is to let all beginners attend the branch schools, which are located in the most convenient places all about the city or suburbs. The numbers in the main school are then kept up to the full limit that the main building can hold, and the main staff of masters can manage, by drafting into it the best of the branch scholars. Eventually these branch schools will, it is hoped, bring their pupils through the first or lower half of the whole school curriculum, after which four years passed in the main school will bring a scholar up to the Matriculation standard.

The system is described in subsequent reports as continuing to work most satisfactorily.

Madras.

100. The 27 higher class schools in Madras consist of 13 Government and 14 private institutions. The Government institutions comprise the collegiate school attached to the Presidency College, 3 provincial schools (at Combaconum, Bellary, and Calicut), 8 zillah schools, and the Madrissa-i-Azam.

101. Respecting the provincial schools, it may be mentioned that they were originally designed to contain nine classes, of which the six lower were to constitute a school department educating up to the University standard, and the three higher to constitute a college department. The college classes, however, have never as yet been organized, though it is stated in the report for 1865-66 that sanction has been obtained for raising the Combaconum school (which is by far the most advanced of the 3) to the originally intended status.

102. The Madrissa-i-Azam is of interest principally owing to its being one of the few institutions in India designed specially for the instruction of the Mahomedan population in Arabic literature. I shall, therefore, reserve my notice of it for a future Section (VII) of this note.

103. The 14 private schools of the higher class in Madras are, with 3 exceptions, institutions maintained and managed by missionary bodies.

104. The following statement contains information for 1865-66 respecting higher class schools in Madras, similar to that already given for other provinces :—

	Government schools.	Private schools.
Number of institutions...	13	14
Average number of pupils	2,821	2,834
	Rs.	Rs.
Cost charged to imperial funds	1,03,986	33,996
" to other sources of income ...	15,983	87,303
Total ...	1,19,969	1,21,299
Average total annual cost per pupil ...	42	42
" annual cost to Government per pupil	36	12

Statistics respecting Fees.

	Rs.	Rs.
Total amount of fees, fines, &c., collected from pupils during the year ...	29,105	19,782
Average ditto per pupil...	10·5	6·15

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	2,654	353	214
Private schools	2,409	120	625
Total ...	5,063	473	839

There is nothing particularly worthy of note in the above-mentioned statistics, except that the average fee (about 13 annas per month) is lower than it ought to be.

105. Of the 229 successful candidates of the Matriculation Examination, 120 came from Government institutions, and 109 from private institutions.

Bombay.

106. Of the 11 schools of the higher class in Bombay, 9 are Government institutions and 2 private institutions.

107. Great attention has been paid of late in Bombay to the organization of a really efficient system of high school education. It may almost be said that until recently there were no higher class schools at all in Bombay, except the Elphinstone and Poona Colleges, which took the place of this class of institutions.

108. In an interesting memorandum written by Mr. Howard (late Director of Public Instruction, Bombay) in June 1865, he described at length the utter absence of anything like a good high school organization, and the efforts that had been made to introduce such an organization. The following remarks may be quoted from his pamphlet:—

The First Matriculation Examination showed beyond doubt that this was true. All the Central School boys failed; all the Poona School boys failed; all the other school boys in the presidency failed. Only college men passed the test, and though one and twenty candidates passed from the two colleges a much larger number were rejected.

In subsequent examinations, however, some boys matriculated from Government schools. Each year their number has steadily increased, and it may now be hoped that the difficulty of supplying under-graduates to the University has been, or shortly will be, surmounted. Recent grants of public money have made it possible to furnish the Central and Poona schools with a fairly sufficient staff. The English schools at Ahmedabad, Surat, Belgaum, Rutnagherry, Hyderabad, and Dhoolia have been strengthened and raised to the high school rank. Exhibitions have been founded to be held in high schools by promising boys from the districts, and perhaps, more than all, the Native graduates, whose numbers are yearly increasing, are taking their place as masters in the local schools, to which they bring the method, the culture, and the corporate spirit of the University.

109. The following extract from the Bombay Education Report for 1865-66 will give some idea of the success attained in the organization of good high schools :—

The numerical prosperity of the colleges, and, through them, of the University of Bombay, will thus entirely depend on the number of students who pass the Matriculation Examination—in other words, on the efficiency of the high schools. I have shown above (paragraph 23) 70 as the aggregate number of matriculations from our high schools in 1865-66. This stands against 40 in 1864-65, 24 in 1863-64, 10 in 1862-63, 5 in 1861-62, 8 in 1860-61, and 0 in the two first years of the University Examinations. Such progress is, so far as it goes, satisfactory, but it rather points to the utter weakness of our high schools in former years than to any great strength in their present condition. Every high school that is worthy of the name ought to matriculate at least 20 boys every year, and large schools, like the Elphinstone and Poona High Schools, ought to pass annually about double that number. Our 9 high schools ought thus to give us more than 200 matriculations each year, though I fear this result will not be realized for some time.

110. A brief description of the several schools is given in the following extract from the same report :—

Of all our high schools, that of Poona is in the most satisfactory condition (see the report of the Educational Inspector, Central Division, in Appendix A, 1). The results of the Matriculation Examination, and the general discipline and management of the schools, reflect much credit on Mr. Kirkham, the head master. Elphinstone High School has suffered from the agitation of the share-mania in Bombay, from numerous changes in its staff of masters, and from the unliterary tendencies of Parsees and Parbhoos and other non-Brahmanical castes who form the main bulk of the pupils. This school requires a strong hand to reduce it to a proper state of discipline. The high schools of Ahmedabad and Surat are in a poor and backward condition. One of the chief difficulties they have to contend with is the want of Gujarati graduates to be employed as teachers. Only five Gujarati Hindoos have as yet graduated in the University of Bombay, of whom one is engaged in mercantile pursuits, and one is deceased. Belgaum (Sirdars') High School has hitherto been chronically depressed by the privilege claimed by the neighbouring Sirdars of nominating boys for admission without regard to their previous preparation. But this claim has now been waived, and henceforth the standard of the High School Entrance Examination is to be enforced. Rutnagherry High School had been thoroughly disorganized by the late head master,—a certificated school master who was sent out from England four years ago with the highest testimonials, but who proved quite incompetent for his novel duties. The regeneration of the school has been vigorously commenced by Mr. Ramkrishna Gopal Bhandarkar, M. A., of the University of Bombay, to whom much credit is due for his year's administration. Dhoolia High School was up to February last mismanaged by its European head master (formerly a private soldier in the Inniskilling Dragoons); it has now been placed under Mr. Vitthal Patak, M. A., a pupil of the Reverend Dr. Wilson, and from his administration a speedy improvement of the school is looked for. The Hydrabad and Kurrachee High Schools are really middle class schools, with a small high school element in each. Superior education in the province of Scind is as yet quite incipient.

111. The two private schools* of the higher class are both Parsee institutions, situated in the town of Bombay; the former is supported mainly by an endowment, the latter mainly by school fees.

* Sir Jamsetjee Jeejeebhoy Parsee Benevolent Institution. Proprietary School.

112. The following statement gives statistical information for 1865-66 respecting high class schools in Bombay, corresponding to that already given for other provinces :—

	Government schools.	Private schools.
Number of institutions	9	2
Average number of pupils	1,576	551
	Rs.	Rs.
Cost charged to imperial funds ...	76,321	1,923
" to other sources of income...	49,922	31,664
Total ...	1,26,243	33,587
Average total annual cost per pupil ...	80	60
" annual cost to Government per pupil	48	$3\frac{1}{2}$

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year	28,996	11,245
Average ditto per pupil	18	$20\frac{1}{2}$

Pupils.

	Hindoos.	Mahomedans.	Parsees.	Others.
Government schools ...	1,335	28	304	74
Private schools ...	2	...	663	...
Total ...	1,337	28	967	74

There is nothing particularly calling for notice in the above statistics. The cost per pupil is certainly high, nearly as high in fact as in the North-Western Provinces (Rs. 83 per pupil in Government schools), respecting which remarks have already been made. But there is much in the local circumstances of Bombay which explains the high cost of education. The expense of living is exceptionally high, and the salaries of the masters are of necessity somewhat in excess of those given in other presidencies. The comparatively recent organization of some of the high schools has also something to do with the high cost per pupil, and it may be hoped that, in future years, an increased number of pupils will make the cost per head less.

The average fee realized from pupils in the Government institutions is nearly as large as in Bengal.

Oude.

113. The 14 higher class schools in Oude consist of 10 Government zillah schools and 4 private schools.

114. Of the 10 zillah schools, 5 were established in 1863-64, the remaining 5, which had been previously in existence, though on a lower scale, having been re-organized in the same year.

115. The classification of these zillah schools has reference rather to their prospective ability to educate up to the University Entrance standard than to actual results. Education of a higher class in Oude is of so recent an origin that the higher classes of these schools are not yet filled. It was only in two of these schools (Fyzabad and Oonao) that there were classes preparing for the University Entrance Examination in 1865-66. But the Director of Public Instruction says that they are all "steadily working up towards the University Entrance standard."

116. Of the 4 private schools, 3 are missionary institutions, and the other (the principal educational institution in the province) was founded by the Oude talookdars, and called the "Canning College." It has, I believe, been recently affiliated to the University; but for the year under review (1856-66), it stands in the list of higher class schools. It gets a grant from Government of Rs. 25,000 per annum (although only Rs. 22,799 were drawn in 1865-66), the other moiety of the required funds being subscribed by the talookdars and others. It sent up six successful candidates to the University Examination in 1865-66.

117. The following statistics will give some idea of the progress already made in higher class education in Oude; and, considering the very recent organization of the schools, it must be admitted to be most satisfactory:—

	Government schools.	Private schools.	Private schools, excluding the "Canning College."
Number of institutions	10	4	3
Average number of pupils ...	1,089	720	374
	Rs.	Rs.	Rs.
Cost charged to imperial funds ...	32,876	28,777	5,978
" " to other sources of income	5,425	15,910	7,398
Total ...	38,301	44,687	13,376
Average total annual cost per pupil ...	35	62	35
" annual cost to Government per pupil ...	30	39	16

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year ...	1,605	3,109	420
Average ditto per pupil	1½	4¼	1-2

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	1,064	324	7
Private schools	778	331	26
Total ...	1,842	655	33

There is nothing particularly noticeable in the above statistics, except the very small amount of average fee realized from the pupils,

both in the Government schools and in the private schools (excluding the Canning College). The very recent organization of the schools is a sufficient reason perhaps for the present; but attention should be directed to the subject as education comes to be better appreciated and more valued by the people.

118. The Chief Commissioner has recently obtained the sanction of Government to increasing the teaching staff in 6 of the more forward zillah schools; and it may be hoped that the more advanced standard of education to be given in them will render it possible to impose a higher fee rate.

Central Provinces.

119. Of the 2 schools of the higher class in the Central Provinces, one (at Saugor) is a Government institution, and the other (at Jubbulpore) a missionary institution.

120. The Director of Public Instruction has properly confined his list of higher class schools to those which actually do educate up to the University Entrance standard, leaving the other 9 zillah schools to be entered as middle class schools. This fact ought to be noticed, for otherwise a comparison unfavorable to the Central Provinces might be drawn from the greater apparent development of this class of schools in the Punjab and Oude, where evidently the classification has been based rather on a standard hoped to be attained than on one actually worked up to.

121. The Saugor School might, strictly speaking, have been included in the list of colleges, for it is an affiliated institution, and passed 1 student last year in the First Arts Examination. It has recently had a Sanscrit Professor added to its staff, and will doubtless appear next year in the list of colleges. The school has not prospered much during the last nine years. In that period the number of pupils has decreased from 356 to 270—a result which the Director ascribes to a faulty system of education prevailing in the institution. It has recently been reorganized, and better results are looked for. Since its affiliation, the school has passed 8 students in the Entrance Examination (3 during the last year).

122. The following extract gives information for 1865-66 respecting the 2 higher class schools in the Central Provinces, similar to that already given for other provinces:—

	Government schools.	Private schools.
Number of institutions	1	1
Average number of pupils	249	200
	Rs.	Rs.
Cost charged to imperial funds ...	10,945	1,650
" to other sources of income	1,260	3,733
Total	12,205	5,383
Average total annual cost per pupil ...	49	53
" annual cost to Government per pupil	43	16

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year ...	Not given in Central Provinces' returns.
Average ditto per pupil	

Pupils.

	Hindoos. Mahomedans. Others.
Government schools ...	Not given in Central Provinces' returns.
Private schools ...	

The absence in the Central Provinces' Education Report of the usual educational statistics according to the prescribed forms, makes it impossible to complete the information given in other cases. The attention of the Director of Public Instruction in the Central Provinces should be drawn to the omission.

Mysore.

123. Of the 10 higher class schools in Mysore, 6 are Government institutions, and 4 private institutions. Out of the whole 10, only 1 (Bangalore High School) has yet passed any students in the University Entrance Examination. The Director of Public Instruction, however, says that they "educate up to the University standard," and classifies them accordingly.

124. The Bangalore High School is reported to be making very satisfactory progress. The fees have been again raised, but the number of pupils still increase. There are now 503 on the rolls. The institution sent up 8 successful candidates to the Matriculation Examination in 1865-66.

125. Statistics corresponding to those already given in respect of the higher class schools of other provinces, are here given for Mysore so far as they can be got from the very meagre report of the Director of Public Instruction in that province :—

	Government schools.	Private schools.
Number of institutions	6	4
Average number of pupils	697	435
	Rs.	Rs.
Cost charged to imperial funds	21,878	13,435
" to other sources of income ...	...	16,650
Total	21,878	30,085
Average total annual cost per pupil ...	31	69
" annual cost to Government per pupil	31	30

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year	Not given in Mysore report.
Average ditto per pupil	

Pupils.

	Hindoos. Mahomedans. Others.
Goverament schools	Not given in Mysore report.
Private schools	

The attention of the Director of Public Instruction, Mysore, has already been drawn to the necessity of submitting more ample education statistics.

British Burmah and the Berars.

126. There are not as yet any higher class schools in either of the provinces noted above; but the recent organization of regular education departments in those provinces will probably lead to the elevation to that standard of some of the existing middle class schools.

SCHOOLS—MIDDLE CLASS.

Bengal.

127. As already explained, middle class schools in Bengal are composed partly of English and partly of Vernacular institutions. The following statement contains information respecting them:—

	Government schools.	Private schools. Aided.	Private schools. Unaided.
Number of institutions { English ...	10	268	54
Number of institutions { Vernacular ...	107	581	38
	117	849	92
Average number of pupils ...	7,635	35,781	(not given)
	Rs.	Rs.	
Cost charged to imperial funds ...	45,405	1,51,169	
" to other sources of income	19,863	2,49,608	
Total ...	65,268	4,00,777	
Total annual cost of education per pupil	8½	11	
Annual cost to Government per pupil ...	5¾	4	

Statistics respecting Fees.

	Government schools.	Private schools.
Total amount of fees, fines, &c., realized from the pupils during the year ...	19,240	1,01,639
Average ditto per pupil ...	2½	2¼

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools ...	6,941	1,029	154
Private schools ...	33,955	3,212	759
Total ...	40,896	4,241	913

North-Western Provinces.

128. The 343 middle class schools in the North-Western Provinces consist of 2 Government Anglo-vernacular schools (Allyghur and Shahjehanpore), 263 tehsil schools, and of 78 private aided schools. The private schools all appear to be Anglo-vernacular; 47 of them

although designated private schools, are in reality English classes attached to Government vernacular schools, and supported half by Government and half by subscriptions; the management of the English classes remaining in the hands of Government. The remaining 31 private schools are for the most part mission schools.

The following statistics respecting middle class schools in the North-Western Provinces are given :—

	Government schools.	Private schools.
Number of institutions ...	265	78
Average number of pupils ...	17,801	7,958
	Rs.	Rs.
Cost charged to imperial funds ...	60,633	77,320
" to other sources ...	28,130	1,01,833
Total ...	88,763	1,79,153
Total annual cost of education per pupil	5	22
Annual cost to Government per pupil ...	3	9

Statistics respecting Fees.

	Rs. A.	
Total amount of fees, fines, &c., realized from the pupils during the year ...	12,652 0	(not available.)
Average ditto per pupil ...	0 11	

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	13,783	3,380	236
Private schools	(not available.)		

129. It will be observed that the statistics respecting private schools are not complete. This is owing to the confused way in which the statistical tables attached to the Education Report of the North-Western Provinces have been prepared and to the existence of serious discrepancies. For instance, at page 40 of the report, the Director shows 78 middle class private schools and 43 lower class private schools aided by Government, all of which are, in the statistical table, shown as "private schools of the higher class." The list of 47 Anglo-vernacular schools given at page 42 of the report is represented by 50 schools in the statistical table. Greater care is required in future on the part of those who compile the tables, for, if these statistics are to be of any use, it is obviously necessary that they should be prepared in a clear and accurate form.

The smallness of the fee receipts, averaging scarcely 1 anna per mensem from each pupil, is noticeable.

Punjab.

130. The 123 middle class schools in the Punjab consist of 71 Government schools and 52 private schools. The Government schools are all designated "town schools," being vernacular institutions situated in towns in the proportion of about one to each pergunnah. They are intended to "impart as liberal an education as can well be given through

the medium of the vernacular." Of the 52 private schools, 40 are elementary English schools connected with Government vernacular ones, but supported on the grant-in-aid principle.

131. The Punjab town schools are stated to have been greatly improved of late years by the adoption of what is called the "pupil teacher system." The system was described as follows in the report of 1862-63:—

Para. 56.—In the Umballa circle, Lieutenant Holroyd has extended the pupil teacher system in large vernacular schools as far as funds and the attainments of the boys would permit, so that in some places they have been substituted for assistant teachers in sufficient numbers to allow of each class having a separate pupil teacher. Thus all the classes receive more attention, attendance is increased by the popularity of the measure, emulation is excited, and an incentive to study afforded, as the appointments are thrown open to competition. The best boys are also kept longer at school than they would otherwise be likely to remain, and from them candidates can be selected for instruction in the normal schools, who stand every chance of turning out first-rate teachers eventually. Examinations of the senior vernacular scholars of districts have accordingly been held by Lieutenant Holroyd at various sudder stations, and selections of pupil teachers made from the best candidates. In Ferozepore, no less than 18 were thus appointed after an examination of this kind. Under really good teachers, the appointment of pupil teachers is no doubt preferable to the maintenance of an assistant on a high salary, and may be effected at a very little more expense.

The system has been largely extended in subsequent years, principally in the Umballa circle.

132. The following statistics respecting middle class schools in the Punjab are given:—

		Government schools.	Private schools.
Number of institutions	...	71	52
Average number of pupils	...	5,852	1,267
		Rs.	Rs.
Cost charged to imperial funds	...	19,924	14,087
" to other sources	...	12,080	16,812
Total	...	32,004	30,899
Total annual cost of education per pupil	...	5½	24
Annual cost to Government per pupil	...	3½	11

Statistics respecting Fees.

		Government schools.	Private schools.
Total amount of fees, fines, &c., realized from the pupils during the year...	...	1,330	986
Average ditto per pupil ...	...	3⅔ as.	12 as.

Pupils.

		Hindoos.	Mahomedans.	Others.
Government schools	...	4,717	1,884	398
Private schools	...	1,067	354	94
Total	...	5,784	2,238	492

133. The extremely small average fee realized from each pupil in the Government town schools is noticeable. A fee of scarcely 4 pie per mensem is surely a miserably small payment by the children of townspeople for a good vernacular education. The matter requires attention.

Even in the private schools, which, as already explained, are for the most part grant-in-aid English classes attached to Government vernacular schools and managed by Government, the fees, though larger, are very small. One anna per mensem is a mere nominal payment for an English education. The high total annual cost per pupil (Rs. 24) in these private schools is also noticeable.

Madras.

134. Of the 237 middle class schools in Madras, 68 are Government institutions and 169 private institutions. The Government institutions are designated either Anglo-vernacular schools or talook schools, the difference being that the former are of a higher grade nearly approaching to the zillah schools, while the latter are of somewhat less pretensions, the prescribed course of study being described as "sufficient to impart a good scholar-like knowledge of the vernacular language of the pupils, a fair acquaintance with the English language, a good knowledge of arithmetic and of the elements of geometry and algebra, a fair knowledge of general geography and of the leading facts of the histories of India and of England, and some acquaintance with the outlines of astronomy and the leading principles of political economy."

The private middle class schools in Madras are for the most part mission schools.

135. The following statistics respecting middle class schools in Madras are given :—

	Government schools.	Private schools.
Number of institutions	68	169
Average number of pupils	3,609	9 385
	Rs.	Rs.
Cost charged to imperial funds... ...	37,969	50,204
" to other sources	9,355	1,31,724
Total ...	47,324	1,81,928
Total annual cost of education per pupil	13	19
Annual cost to Government per pupil	10	5

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from the pupils during the year ...	11,934	31,821
Average ditto per pupil	$3\frac{1}{3}$	$3\frac{1}{3}$

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	3,861	256	127
Private schools	8,224	426	2,472
Total ...	12,085	682	2,599

Bombay.

136. Of the 185 middle class schools, 165 are Government institutions and 20 private institutions. All the middle class schools in Bombay are Anglo-vernacular institutions. The Government schools are divided into two classes, *viz.*, 1st grade and 2nd grade; there being 23 of the former and 142 of the latter. The standard* laid down for entrance to higher class schools forms a standard up to which middle class schools aim at teaching. The following general definition of a middle class school is given in the Bombay Report for 1865-66:—

* *Vide* Appendix G, page 188 of Bombay Education Report for 1865-66.

The middle class school is defined to be one in which, being inferior to the high school, some English is taught; its function used to be generally the preparation of boys for clerkships or other small appointments, but it has now the additional function of definite preparation for the high school, thus leading up to the University course.

137. The Bombay middle class schools are stated by the Director of Public Instruction to fall as yet short of their proper standard, and he has proposed therefore a re-organization of 19 of these schools on a standard which will make them "adequate feeders" to the high schools.

138. The following statistics relate to Bombay middle class schools:—

	Government schools.	Private schools.
Number of institutions	165	20
Average number of pupils	17,999	1,844
	Rs.	Rs.
Cost charged to imperial funds ...	1,03,346	30,113
" to other sources ...	1,36,274	98,191
Total ...	2,39,620	1,28,304
Total annual cost of education per pupil	13	69
Annual cost to Government per pupil	5¾	16

Statistics respecting Fees.

Total amount of fees, fines, &c., realized from pupils during the year ...	54,084	44,080
Average ditto per pupil	8	24

Pupils.

	Hindoos.	Mahomedans.	Parsees.	Others.
Government schools ...	21,010	1,593	1,032	159
Private schools ...	197	41	1,332	706
Total ...	21,207	1,634	2,364	865

139. The average cost of education per head in the Government schools is somewhat high; but this is probably explainable both by the relatively high rates of pay obtaining in Bombay and by an unusual amount of extraordinary expenditure in the way of constructing school buildings.

140. The comparatively large extent to which these schools are supported from sources other than imperial funds is also noticeable. This is principally owing to large assignments to these schools from the proceeds of the "local rate of assessment," *i. e.*, the education cess recently introduced in Bombay. The assignments from this source to middle class schools aggregated in 1865-66 as much as Rs. 1,10,875.

The following extract from the Bombay Report of 1865-66 shows how this occurred :—

The local cess has not only produced large additional funds for educational purposes, without any call upon the imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being placed at the disposal of talooka and zillah committees, subject to joint sanction from the Revenue Commissioner and the Director of Public Instruction. These committees have been set to consider and make known the educational wants of their own talookas and districts. At first there was a tendency in the local committees to seek the extension of English or middle class schools, to the neglect of vernacular or lower class schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should, in the first instance, have been applied to the establishment of vernacular or village schools, such as the children of the ryot would attend. A resolution of Government, No. 684, dated 14th October 1865 (which is referred to above in paragraph 32, and quoted in Appendix D, page 164), has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this office, unless the Collector of the district in question can furnish a certificate that the educational wants of the district as regards primary schools have been supplied as far as possible.

141. It may be noted further as a fact unexplained in the Director's report that the tables of receipts and charges under the head of middle class schools showed for 1865-66 a net excess of receipts over charges amounting to no less than Rs. 48,864, being more than 20 per cent. of the whole charges.

142. The figures given in the preceding statement in respect of private middle class schools show an exceptionally high rate of cost per pupil; but this is partly explained by the fact of some very heavy items of "extraordinary" charges for building, &c. (aggregating nearly half a lakh), being included among the disbursements. Making allowance for this, and for one or two expensive schools for European children included in the list, the cost per pupil is not so unreasonably high.

Oude.

143. Of the 46 middle class schools in Oude, 34 are Government institutions and 12 private institutions. The Government institutions are all tehsilee schools, of which 19 are Anglo-vernacular and 15

vernacular institutions. Of the private institutions, 3 are mission schools, and the remaining 9 are schools supported principally by the talookdars and Native gentry.

The following statistics respecting middle class schools in Oudh are given :—

	Government schools.	Private schools.
Number of institutions	34	12
Average number of pupils	2,089	677
	Rs.	Rs.
Cost charged to imperial funds ...	26,753	3,829
" " to other sources	10,151	6,566
Total ...	36,904	10,395
Total annual cost of education per pupil	17½	15
Cost to Government per pupil	12	5

Statistics respecting Fees.

	Government schools.	Private schools.
Total amount of fees, fines, &c., realized from pupils during the year	1,428	292
Average ditto per pupil	11 annas.	7 annas.

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	2,032	956	1
Private schools	755	232	...
	2,787	1,188	1

144. The extraordinarily high average cost of education per head is noticeable, also the smallness of the fee receipts, which average scarcely 1 anna per mensem in the Government schools, and little more than ½ anna per mensem in private schools.

Central Provinces.

145. Of the 116 middle class schools in the Central Provinces 105 are Government institutions and 11 private institutions. Of the Government institutions, 9 are zillah schools which do not yet educate up to the University Entrance standard, and 96 are town schools. Of the 11 private institutions, 6 are mission schools (of which 4 belong to the Free Church Mission).

146. The following statistics respecting middle class schools in the Central Provinces are given :—

	Government schools	Private schools.
Number of institutions	105	11
Average number of pupils	6,836	694
	Rs.	Rs.
Cost charged to imperial funds	50,080	9,541
" " to other sources	39,433	10,438
Total ...	89,513	19,979
Total annual cost of education per pupil ...	13	28
Cost to Government per pupil	7½	13

Statistics respecting Fees.

	Rs.		
Total amount of fees, fines, &c., realized from pupils during the year	4,638		(not given.)
Average ditto per pupil		10 annas	

Pupils.

	Hindoos.	Mahomedans.	Others.
Government schools	(not given.)		
Private schools			

147. The average fee is excessively small, *viz.*, something below 1 anna per mensem. If the returns for Government zillah schools (which are only temporarily reckoned in the middle class till they can work up to the Entrance standard) be separated from those for Government town schools, the result is that the average fee in zillah schools is Rs. 1½, or 2 annas per mensem, and in town schools not quite 8 annas, or 8 pie per mensem. The matter of fees evidently requires to be looked to in the Central Provinces.

Mysore.

148. Of the 16 middle class schools in Mysore, 9 are Government institutions and 7 are private institutions. Scarcely any information respecting these schools is given by the Director of Public Instruction, and the statistics are so meagre that nothing more is obtainable than what has already been given in the general statement at the commencement of this Section.

British Burmah.

149. There are three Government zillah schools coming under this head in British Burmah with 398 pupils, the expenditure being Rs. 13,612 from imperial funds, and Rs. 2,765 from local funds. There are also 28 private schools of this class aided by Government with 2,077 pupils. These are almost all under the management of missionary bodies.

As noted in the last column of the general statistical statement given at the commencement of this Section, the education report from British Burmah, written before the appointment of a Director of Public Instruction, does not give the required statistics, and hence these schools have not been included in the general return.

Berars.

150. No educational statistics for the Berars have been entered in the general statement given at the commencement of this section, because no regular education report, with statistics in the prescribed form, has yet been received. The recently appointed Director of Public Instruction for the Berars will doubtless give full information in future years. Meantime it may be stated that there are apparently 5 middle class schools in the Berars, 2 of which it is proposed to raise to the standard of higher class zillah schools.

SCHOOLS—LOWER CLASS.

151. The lower class of schools may be described generally as consisting of elementary institutions for educating the lower orders of the people. The subject of primary education is justly regarded as a most important one, and has had a prominent place assigned to it in the educational despatches of 1854 and 1859.

152. In the despatch of 1854 the Home Government declared its wish for the prosecution of the object of vernacular education "in a more systematic manner," and "placed the subject on a level in point of importance with that of the instruction to be afforded through the medium of the English language." An attempt will now be made to describe the measures taken in accordance with the above instructions in the several presidencies and provinces.

Bengal.

153. In *Bengal* no fixed system was at first adopted, but various schemes were set on foot in different parts of the Lieutenant Governorship, with the object of promoting vernacular education. The measures in operation on the 1st of May 1858 were described in the following terms in a Minute by the Lieutenant Governor, dated the 24th March 1859:—

Speaking of them generally, it may be said that 228 schools have been aided by grants in 27 districts, educating 16,633 pupils at an average cost to Government for each pupil of 1 rupee 2 annas and 1 pie per mensem for English schools, 7 annas for Anglo-vernacular schools, and 3 annas 8 pie for vernacular schools. Further, there have been 197 model vernacular schools established in 30 districts, at a total expense of Rs. 3,339-14-2 per mensem, or an average of about Rs. 17 for each school.* There have been established 55 circles, embracing 158 indigenous schools established in 4 districts; and there have been itinerant teachers employed in indigenous schools in 6 other districts. In districts payments have been made to indigenous school teachers, for improvement in their pupils at the rate of 1 rupee a month for every 10 boys under instruction, besides rewards for success given to such teachers in 11 other districts; and 10 scholarships have been provided, of Rs. 4 each per annum, to meritorious vernacular pupils in 32 districts.

* This low average is owing to the insertion in the list of all such schools, whether in Bengal, Behar, Cuttack, or Assam.

154. Referring to the above statement, the Government of India remarked, under date the 17th of May 1859, as follows:—

Para. 2.—His Excellency in Council readily admits that it is shown in the Minute that effective measures have not been wanting on the part of the Bengal Government for the encouragement of vernacular education among classes lower in the social scale than any which had been affected by the operations of Government previously to the receipt of the Court of Directors' despatch of 1854, and he will have much pleasure in furthering the extension of those measures as soon as the means of doing so are again available. The Governor General in Council gladly expresses his concurrence in the opinion of the Lieutenant Governor that for what has been done, credit is due to the officers of the education department in the Lower Provinces.

155. Very little, if any, advance in these directions has until recent years been made owing principally to financial restrictions and partly to a prolonged discussion which ensued between the Bengal Government

and the Government of India, in which the latter argued that it was not the intention of the Home Government that the grant-in-aid system should be applied to the extension of this class of schools, but that any measures which might be taken should be based on the principle of having the schools under the direct management and control of the Government. The Bengal Government having taken a different view, had contemplated a system of grants-in-aid to such schools, and had asked for a relaxation of the grant-in-aid rules in its favor.

156. The Bengal Government maintained that the cost of any system of vernacular instruction by the direct instrumentality of Government would make its general introduction impossible. It was argued that, although cheap schools, costing, as in the North-Western Provinces, from Rs. 5 to Rs. 8 per mensem each, had been to some extent found practicable in Behar and Assam, they were not practicable in Bengal Proper. The great problem of a sufficiently cheap system of vernacular education through the direct instrumentality of Government remained the subject of discussion and report till 1860, when the Lieutenant Governor, writing with reference to previous correspondence, and especially to a recent call for a definite report of the measures desired to be introduced in connection with the Secretary of State's despatch of 1859, propounded a system the basis of which was the encouragement of the best of the indigenous schools by rewards to the masters, supply of books, &c.; a proportion of model schools being also established, and arrangements being made for maintaining an efficient inspection.

157. Sir John Peter Grant's scheme was very much modified in its actual application. It was transformed into a scheme of which the following description was given in the report of 1862-63 :—

> The villages where patshalas are already in existence are invited to send, for a year's training in a normal school, either their present guru, or some other person whom they will undertake to receive as their future school master. Their nominee if accepted by the Inspector is sent to a normal school with a stipend of Rs. 5 per mensem, and a written agreement is entered into on the one hand with the heads of the village that they will receive him back as their guru when he has completed his course of training and received a certificate of qualification; and on the other hand, with the nominee himself, that he will return to the village which selected him, and there enter upon and discharge the duty of village school master, to the best of his ability, on condition of being secured a monthly income of not less than Rs. 5, in the shape of stipend or reward, so long as he continues to deserve it.
>
> Each of the three training schools at present established receives 75 stipendiary students. They have been opened but a few months, but no difficulty has been experienced in filling them, Each had its full complement at the end of the year.

158. There can be no question that this is by far the most promising scheme for encouraging primary education that has ever been tried in Bengal, and I shall therefore endeavour to follow out its later history somewhat at length. At first its operation was confined to three selected districts (Burdwan, Kishnaghur, and Jessore), in each of which a normal school for gurus was established. In the first year of their working, they had an average attendance of 217 gurus come from their respective villages to draw stipends of Rs. 5 per mensem, and be trained as

teachers. In the course of the year 171 students passed their final examination. In the second year of their existence (1864-65), they had an average attendance of 234 teachers,—certificates being given to ... In the third year (1865-66) only 75 certificates were issued; the cause of the decrease being the great prevalence of epidemic disease, which necessitated the closing of one training school during several months of the year, and greatly interfered with the operations of the others. During the year sanction was obtained to the extension of the operations under the same Inspector, to three more districts, *viz.*, Bancoorah, Midnapore, and Moorshedabad. Only one additional training school was added on this account, four training schools being considered sufficient for the six districts.

159. In addition to this, another Inspector was appointed to superintend similar operations in North-East Bengal, in the districts of Rajshahi, Dinagepore, and Rungpore,—three new training schools being opened for the purpose.

160. So great is the number of applications for admission to the normal schools that, even in the newly created institutions, it was found possible to get several "free students," *i. e.*, students in excess of the authorized complement (75 per school), for whom there are no stipends, and who yet entered into the usual engagement to remain at the school, and to return to the nominating village as teachers when qualified.

161. It will be interesting to note the progress of this scheme in the three districts last taken up (Rajshahi, Dinagepore, and Rungpore), where Mahomedans constitute above two-thirds of the entire population, and where, from the small number of existing patshalas, it is necessary to get the villagers to bind themselves not merely to hand over an existing school to the teacher when qualified, but, if there be no school, to get one up. The number of Mahomedan nominees is already reported to be considerable.

162. It may be explained here that the scheme contemplates not merely the training of teachers, and the subsequent grant of Rs. 5 towards the salary of each qualified teacher, but it provides also for the inspection of the village schools. For this purpose each of the two special Inspectors has under him a staff of Deputy Inspectors. There were in 1865-66 altogether 19 Deputy Inspectors employed in this work.

163. The salary of Rs. 5 paid to qualified teachers by Government is calculated to represent about half of their total income. That this is actually the case will be seen from the following statistics for 1865-66 given by the Inspector in charge of the districts first selected:—

The patshalas have, on the whole, gone on well during the year. They have increased in numbers and in attendance of pupils, and yielded no inconsiderable amount of income to their gurus in the shape of schooling fees. Exclusive of the four training schools, and as many model patshalas attached to them, I had under me, on the 30th April last, 521 village schools, with an attendance of

16,561 pupils, who paid Rs. 26,507-1 in fees and otherwise to their gurus. The total cost to Government in these schools was Rs. 21,643-11, and therefore less than 2 annas per month per pupil. The scheme of patshala improvement therefore still fully maintains its character of being the cheapest to Government, and most easily expansible of all the systems of elementary education yet brought into operation.

164. The model patshalas above alluded to form another not unimportant feature of this scheme, for it is, of course, desirable that the embryo teacher should have some practical experience in the art of teaching before he leaves the normal school, and the means of this is afforded by the model or practising patshala attached to the central institution. In these model patshalas the Native system is adhered to as much as possible, so as to secure their being really models of what it is intended that the village patshalas should be. The following account of the model patshalah is given by the Inspector of the Eastern Circle :—

In the constitution of the model patshala, the Native patshala system has been scrupulously preserved, but with such improvements as are desirable, which, while they promise success, avoid all unnecessary offence to established notions. The young lads attend school twice a day, and are arranged into the plantain-leaf, the palm-leaf, and the paper classes. Zemindaree and mahajanee accounts are largely taught. The schools open and close with the recitation of short songs in praise of our Maker and on other appropriate subjects.

165. The following interesting account of the signing of the village contract is given by the same Inspector :—

It was past 11 A. M. when I reached Momilpore, a village in Rungpore. I was taken to where the head-man of the place, a Mahomedan, with his relatives and servants, was preparing a mill for clearing the sugar-cane of its juice. At my approach he came up to me, saluted me respectfully, spread with his own hands several bundles of straw, on which one of his relatives hastily spread out a mat quickly snatched from a house close by. I took off my shoes and hat, and sat there. A large number of villagers assembled round me. They enquired, and I explained to them the object of my visit. They heard me with attention, appeared pleased, but no less surprised; and, after some further enquiries, expressed themselves willing to set up a patshala. A nominee was after much difficulty fixed upon. They then desired me to wait till their brethren returned from the fields, as their consent and signatures were also necessary. On my telling them that I was willing to proceed to where their friends were, they seemed much pleased, and those who were not to accompany me were about to sign, when, considering that all this hasty consent might as quickly be withdrawn, I now spoke in such a way that less willing men might easily have found some pretext for withholding their signatures, or what is a polite way of evading, ask time to re-consider the matter. When I spoke in strong terms of the engagement to refund Rs. 60 in case they failed to establish the patshala, the younger brother of the head-man, after some expressions about their sincerity, volunteered to make good the money himself, and gave the guru two slaps on the back to cheer him on. Finding them really in earnest, I again clearly explained myself; and having got the signatures of some, after the contract was read out once more by one of them, proceeded with the rest to where their comrades were reaping in the fields. We all walked together, and new accessions swelled the party, till in about 15 minutes we reached our destination. The men left their work and drew near. We sat down, and the head-man undertook to explain the scheme. This is always very desirable. When he had done, I spoke. Their consent and signatures soon followed. Some of the elders could actually sign, while others

made marks. I had previously come to know that there was a patshala in the village some 10 years ago. Having then talked with them of the threatened famine, and of the best way of manuring their fields, I left the place at past 1 P. M.

It is quite clear that the village contract is a useful feature of the scheme, for it secures for the future school the interest and patronage of the influential residents of the village.

166. I have already devoted more space in this note than can well be spared to the description of this most interesting scheme for encouraging the education of the lower orders of the Bengal people. There can be no doubt that it promises to be the best scheme that has been tried. It takes as its basis the national schools of the country and it improves them at a cost sufficiently small to admit of a really wide extension of the system. The schemes attempted hitherto failed in one or other of two ways, *viz.*, either—(1) by establishing Government or grant-in-aid model schools which were filled by a class of the people far higher in the social scale than the laboring and agricultural population whom it was desired to influence; or (2) by attempting to encourage good teaching in village schools, the masters of which, however ready to take the offered rewards and to do their best to win them, were, from defective education, quite unable to carry out the desired reforms.

167. I do not mean to say that the new system affects only the laboring and agricultural population. In some parts of Bengal perhaps its principal effect is upon, what may be called, the middle classes of the people. This is shown by the following extract from the report of the Inspector of the Central, or first instituted, circle :—

I tried to point out in my last annual report, as well as on other occasions, that the patshalas are not and cannot be schools for the masses exclusively. I showed in that report that they are primarily preparatory schools for the children of the higher and middle ranks; and at the same time being extremely cheap are attended largely by children of the lower orders.

In the other or Eastern circle, it would seem that the scheme is more directly operative on the agricultural population, as may be gathered from the following extract from the Inspector's report :—

I have heard it talked of, even in high quarters, that the patshala system is not working among the masses. This, I think, is far from being the truth, though it is certainly to be owned that it does not influence the masses alone.

Of the schools I visited in the Burdwan division (belonging to the other Inspector), some had a sensible falling off in attendance during the growing and reaping seasons, when laborers cannot forego the assistance of their children. These children will, on all hands, be allowed to belong to the masses.

My own division, however, is peculiarly the land of the masses. In Dinagepore and Rungpore, I do really feel that I am working among the lower classes. There the bulk of the people are agriculturists, while the higher orders are almost unknown.

* * * * * * *

The diaries of Deputy Inspectors teem with names of villages composed entirely of agriculturists.

168. It would be wrong if I were to pass from the description of this scheme without mentioning the names of the Inspectors* to whose able and zealous supervision the successful working of the system is doubtless due in no small degree.

* Baboo Bhoodeb Mookerjee, Central division.
Baboo Kassee Kanth Mookerjee, East division.

169. A somewhat similar system was tried with less success in Assam, where it was attempted to improve the village schools by training the teachers at a normal school at Gowhatty. Recently two new normal schools have been opened at Tezpore and Seebsaugor, and the subsidy allowances formerly given to the teachers in proportion to the number of pupils on their rolls have been re-distributed at fixed rates of Rs. 5 and 6 each for 114 schools. Better results are looked for.

170. The other systems of primary education in Bengal were thus described in the report of 1863-64 :—

> The lower class of Government schools consists of the practising patshalas attached to the normal schools for training village gurus (to be mentioned below), and of some very cheap and elementary schools in Behar, which are at present far from being in a satisfactory condition. These latter have, for the most part, been working with untrained and unteachable masters, and little improvement is to be expected till this incubus is removed, and the present useless teachers are succeeded by men of a different stamp who have been properly instructed in the duties of their calling. An account of these schools will be found in Mr. Fallon's report printed in Appendix A.
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> The private schools of the lower class, in which the standard of instruction is such as is suitable for the education of the "masses," comprise some "circle" mission schools receiving allowances under the grant-in-aid rules; a large number of schools in the central and south-east divisions, established under what is called the "circle system;" the village patshalas, under the charge of the additional Inspector in zillahs Burdwan, Nuddea, and Jessore; the indigenous schools, under improvement, in Behar and elsewhere, by a system of rewards; the subsidized village schools in Assam; and many missionary schools maintained with the aid of Government for the education of the Sonthals, Cossyahs, Kacharis, and other uncivilized tribes. For details regarding these schools, a reference must be made to the reports of the several Inspectors, which are annexed in Appendix A.

171. Of these, perhaps the circle system is the most important. It is thus described in the Bengal Report of 1863-64 :—

> Former reports have described at length the system of circle schools originally brought into operation by Mr. Woodrow. The primary object of the scheme was the improvement of the indigenous village schools by giving rewards to the gurus and their pupils, and providing each "circle," which generally consisted of three schools, with a "circle teacher," whose duty was to give instruction in each school for two days a week in rotation. The plan, with such modifications as circumstances have suggested, is working with considerable success in the central and south-east divisions; but, as observed above, the schools are not mainly attended by the lower orders which are supposed to constitute the masses, and many of them have come to be good vernacular schools of the middle class, competing successfully in the vernacular scholarship examination. These schools, however, cannot generally be regarded as in any sense the representatives of pre-existing indigenous schools, since very few such schools were found in the districts in which the scheme has been introduced.

The actual plan of operations is thus described by Mr. Martin:—" A good locality for a circle is fixed upon. If there is a *bonâ fide* guru there, he is persuaded to admit the circle pundit; and then by his and other assistance two or more schools are established in neighbouring villages at the expense of the villagers, and placed under the care of young and intelligent men (chosen by the Deputy Inspector), who have received some education, and are capable of improving themselves with the assistance of the circle pundit. If there are no schools, the villagers are promised a pundit if they open schools attended by 120 pupils, and taught by men nominated by the Deputy Inspector, and as a suitable locality is fixed upon in the first instance (one too in which there is no chance of an aided school) there is generally little, if any, difficulty. When there has been a guru of the old school, it generally occurs that within a short time he finds the work tedious and competition hopeless, and betakes himself to some other occupation, leaving the field to be worked by a set of young men taught in our own institutions."

In 1855 a grant of Rs. 1,500 per mensem was sanctioned for working the circle system, and this was subsequently divided in equal portions between the central and south-east divisions. Last year Mr. Martin having reported that he should have no difficulty in doubling the number of his circles within a very short time if the necessary funds were placed at his disposal, sanction was obtained for the establishment of 30 additional circles in his division, at a cost of Rs. 750 a month. The entire grant for circle schools amounts, therefore, at the present time, to Rs. 27,000 per annum, of which, Rs. 18,000 is assigned to the south-east division, and Rs. 9,000 to the central division.

172. In 1864-65 an attempt was commenced to improve the Sanscrit toles in some parts of East Bengal. The Sanscrit toles are quite distinct from the patshalas, being schools in which the philosophy and religion of the Hindoos are taught through the medium of the Sanscrit language. The tole gurus exercise a considerable influence over the people, so that any improvement in the instruction which they give is an object of importance. The following account of the experiment is taken from the report of 1864-65:—

A grant of Rs. 350 has been sanctioned for one year for the introduction of an experimental measure in East Bengal for the improvement of indigenous Sanscrit toles, by systematizing the instruction conveyed in them and improving its quality. A scheme of studies has been prepared, and scholarships and prizes have been offered to the tole students who pass an examination in the prescribed subjects with credit. Rewards are also promised to the pundits of those toles which send up successful candidates. Under this scheme 11 toles have sent up 39 candidates for examination. The result was not known at the end of the year.

From the Inspector's report for 1865-66, the system appears to be at a stand-still, owing to "a hostile social movement" raised against it.

North-Western Provinces.

173. The 8,258 lower class schools in the North-Western Provinces are made up as follows:—

		Number of schools.	Pupils
Government institutions ...	Hulkabundee schools ...	3,097	95,535
Private institutions ...	Aided schools ...	43	2,825
	Indigenous schools, unaided	5,118	56,893
	Total ...	8,258	1,55,255

174. The "hulkabundee" or "circuit" schools were introduced first some 15 or 16 years ago. The villages were portioned off into circuits, in each of which a school was established under the direct management of Government. The salaries of the teachers varied from Rs. 36 to Rs. 60 per annum, and the expense was met by a local contribution or cess nominally voluntary. The cess is calculated in different ways in different districts. The Collector either determines the number of schools on the area and population of the district, and distributing the cost of maintenance over the revenue deducts an equivalent percentage, or he may consider 1 per cent. on the revenue a fair cess, and adapt his expenditure and number of schools to the amount which this percentage realizes, or he may take into account the wants and capabilities of the several circuits and deal separately with each. In all this he is presumed to have the consent of the people who are so assessed. It has recently been attempted to put the system of local assessment on a more secure footing. The late Lieutenant Governor, Mr. Colvin, recommended, and the Court of Directors sanctioned, the imposition of a 1 per cent. school cess in all new settlements to be so calculated as to fall half on the proprietor and half on Government. The rules promulgated for guidance in this respect are included in what are known as the "Seharunpore Settlement Rules."

175. In his report for 1858-59 the Director of Public Instruction wrote:—

"The circuit school system, wherever it has been introduced, has revolutionized popular education. It has trebled or quadrupled the attendance at school. It has introduced useful and instructive studies, and an efficient organization in place of an utter absence of books without any system. It has improved the status of the teacher, has rendered him independent of individual caprice, and has placed the school on a more permanent footing." In the report for 1860-61, it is further observed that the system "is gradually spreading, and will before long cover the land." The present condition of the hulkabundee schools is thus described in the report for 1860-61:—

"The schools are very unequal in merit. Those in the 1st, 2nd, and 3rd circles are in many instances superior to many of the tehsilee schools in those divisions, while a large proportion of them are better than the tehsilee schools in the Saugor and Nerbudda Territories. The average attendance per school, which for the whole North-Western Provinces is 21·6, ranges from 4·7 in Seonee to 42·8 in Etawah."

The following remarks, taken from the report of 1861-62, may also be added:—

Para. 1.—The results to be considered in this section go to prove that the system of popular vernacular education, which has been on trial for 12 or 13 years in these provinces, and has been regarded with interest, or taken as a model by other Governments, is extending its usefulness year by year. Its stability and aptitude for internal development and improvement is no longer doubtful, but the need of a vigilant system of inspection, and particularly of local encouragement; to aid the work of the departmental officers, is strongly marked, and is a feature peculiar to the country. The prosperous establishment of the Etawah district schools is a proof of what may be accomplished by local encouragement, but the state of those schools, as reported on by the late Inspector of the 2nd circle in December 1861, shows the absolute necessity of an organized departmental supervision.

2. The extension of the hulkabundee school system over every district in the North-Western Provinces is a matter of time. When that is accomplished, a very considerable proportion of the school-going class will be brought under our direct teaching. At present strange contrasts exist; for instance, in the rich district of Bareilly to the north, there is not a single hulkabundee school; in the poor district of Jhansi to the south, there are 77 schools with 2,202 boys, and a fund available for building purposes of Rs. 20,000. In many of the districts of the Doab the schools have been long established, and are increasing month by month. In Furruckabad, one of the wealthiest, they are just beginning to exist. In some of the famine-stricken regions, the hulkabundee schools maintained their vigor, whereas in more favored places at the same period they apparently fell away.

176. In some instances, and especially at certain periods of the year, it is difficult also to keep up the attendance. The following remarks made by Mr. Griffith, Inspector, 3rd circle, in the report of 1860-61, will illustrate this :—

The bulk of the hulkabundee scholars are agriculturists; their time is most precious to their parents, and when the mangoes are ripe, or the crops are being stocked, on no account they can be spared: nay, each family has some cattle, and each family must send a child to look after them, and the more so since pounds have been introduced in these provinces. The agriculturist boys are temporary visitors, and they flock to our schools periodically; and as the average is struck for the whole year, it must be a low one for the hulkabundee schools, if they are reported truly, till people value education more than food and necessaries of life.

177. In 1863-64 the hulkabundee system was extended to the districts of Jaloun, Humeerpore, and Cawnpore. The school cess (which provides funds for these schools) was also successfully introduced throughout the 3rd or Benares circle, notwithstanding that it comprises four permanently settled districts. In all these districts the landholders have voluntarily consented to pay the education rate,—a fact which may justly be regarded with great satisfaction.

178. There are still districts, or portions of districts, without hulkabundee schools, and the educational officers all look forward to the extension of the cess by the progress of the re-settlement operations. The following remarks made by the Inspector of the 1st circle (embodied in the Education Report of 1865-66) give an encouraging proof of the growing appreciation of these schools :—

There can be no doubt that these schools have now taken deep root. The difficulty no longer is to persuade the zemindars to allow a school to be opened in their village, but to select, as localities for the number of schools that can be afforded, villages the residents of which manifest the greatest desire for instruction, and where the greatest amount of good is likely to be effected. No inconsiderable portion of the Inspector's time while on tour is now occupied in listening to the petitions of zemindars for new schools, or for the restoration of schools which for some reason have been withdrawn.

179. The 43 aided lower class schools in the North-Western Provinces are composed for the most part of mission schools, or schools supported by Native gentlemen.

180. The 5,118 indigenous schools entered in the returns were described generally in the report of 1863-64 in the following terms :—

Schools of the lower order, which have generally received the designation of *indigenous*, are the Persian, Arabic, and Sanskrit *bazar* schools, which are visited from time to time by the Deputy Inspectors of the department. An accurate calculation of the attendance and expenditure on these schools is next to impossible. The teachers keep no registers, and the salaries paid are irregular. As a rule the average attendance seldom exceeds 9 boys; and as a better style of education creeps into fashion, attendance at these schools will fall lower. The character of the teaching has often been described. The hope of reform is very small, for the teachers are set against it, and desire no assistance from Government which shall involve the trouble of improvement.

Indigenous schools are gradually giving way before the steady advance of the Government system of education. I observe that in the 1st circle alone 142 schools have been closed during the year. As might be expected, the largest number of existing schools are to be found in the Bareilly and Bijnour districts, where the hulkabundee system has not been introduced. In Bareilly there are 567 schools with 4,804 scholars; in Bijnour there are 373 schools with 3,558 scholars. Again, take the two best districts of the circle, and the result is that in Boolundshuhur alone 43 schools have closed this year and in Meerut 33.

Since 1863-64 about 600 more of these indigenous schools have been closed, yielding apparently to the advance of the hulkabundee system.

Punjab.

181. The 1,771 lower class schools in the Punjab consist of 1,746 village schools (supported by the proceeds of the education cess, and corresponding to the "hulkabundee" schools of the North-Western Provinces), 22 jail schools and 3 indigenous schools aided under the grant-in-aid rules.

182. There has been no advance in late years in the *number* of village schools in the Punjab; indeed the number in 1865-66 is 61 less than in 1863-64, but the number of pupils has increased from 51,753 to 56,593.

183. The jail schools (numbering 22) were first placed under the Education Department in 1862-63. One or two trained teachers, aided by pupil teachers selected from the prisoners, conduct the classes. The pupil teachers are excused from labor, and occupy themselves partly in teaching and partly in learning, with the view of better qualifying themselves as teachers.

Madras.

184. The lower class of schools in Madras is represented by 1 Government school at Strihariсottah for the Yenadis,—a wild tribe inhabiting a jungly island to the north of Madras; 16 Government schools for the hill tribes in Ganjam, and 825 private aided schools. These private aided schools are composed of the following, *viz.* :—

(1).—"Rate schools" supported by an education rate, levied under the Madras Education Act. Of this kind, there are 79.

(2).—Schools managed by missionary bodies. The majority of these are managed by the Gospel Society (in various districts, but principally in Tinnevelly), and by the Church Mission Society (also for the most part in Tinnevelly).

(3).—The indigenous aided schools inspected by Government officers.

185. The development of education under the Madras Education Act has certainly not been great. The following remarks are made on the subject in review by the Madras Government of the Education Report :—

The establishment of schools under the provisions of the Madras Education Act has not made much progress during the year under review. According to the returns appended to the last report, the number of schools supported by a rate at the close of the official year 1864-65 was 75, including 72 schools of this class in the Godavery district. At the end of 1865-66 that number had only risen to 79. Of the 4 new rate schools, 1 is in South Canara, and 1 in Malabar; the first mentioned being the talook school of Mulki, which, at the request of the inhabitants, has been converted from a Government school into a rate school. The working of the Act in the Godavery district has not been satisfactory. The Inspector states that the machinery of the Act is "ill-adapted to the purpose to which it has been applied in the Godavery district," *viz.*, the maintenance of elementary schools in villages the population of which is chiefly agricultural. The Commissioner, Mr. Bowers, observes, "are ignorant ryots who care nothing for the school, and neglect their duties." "The only way," he writes, "in which they can be prevented from causing the abolition of the schools by simple inaction, is to place them, in their capacity of School Commissioners, as they are in their capacity of village Kurnums, under the authority of the Sub-Collector, but in that case the Act becomes a dead letter and a superfluity. This would be virtually a return to the ante-Act state of things, and would be an admission that these schools could never have been voluntarily maintained. Up to a very recent date, many of the masters had received no salaries for months." From the returns appended to the Director's report, it appears that, in two of the talooks in which these schools are in operation, the amount of the collections under the Act was somewhat less than the Government grant.

The difficulty of obtaining competent School Commissioners for the management of the rate schools is also adverted to by the Deputy Inspector of Schools in Malabar and Canara, in which districts, however, the Act appears likely to work well. In the latter district 5 middle class schools have been established, and the preliminary measures for the establishment of 5 more, under the provisions of the Act, had been carried out before the close of the year. One of the latter, an Anglo-vernacular school at Palghat, has been opened since the close of the year with an attendance of 400 pupils. The Deputy Inspector reports that for this school a building, capable of accommodating 500 boys, is to be provided at an estimated cost of Rs. 16,000, and the school is to be eventually placed under a graduate of an English University. He adds that the introduction of the Act would succeed as well in Canara as in Malabar, were trained teachers available. In Coimbatore the inhabitants of 54 villages had placed themselves under the Act, and in 24 of them Commissioners had been appointed; but in none had any schools been opened before the close of the year. In only two had the Commissioners commenced to levy taxes, and even in these they had not ventured to employ any coercive processes, but had collected only from those who paid, if not willingly, at least without legal pressure. From what is stated by the Inspector, it is to be feared that, in this district, the applications for the introduction of the Act can hardly have been voluntary in the true sense of the term. The matter is one which should be at once looked into.

186. In the schools managed by missionaries, no material extension of operations has of late taken place. About 245 of the lower class schools appear to belong to this head.

187. The indigenous schools under inspection number 498. They received grants aggregating Rs. 3,777 on the "payment by results" system. The system is considered to have worked well, and its extension to indigenous schools in every district has been directed by the Madras Government.

Bombay.

188. Of the 1,177 lower class schools in Bombay, 1,108 are Government institutions and 69 private institutions. In Mr. Howard's memorandum of June 1865, the following account is given of the recent history of primary education in Bombay, and the difficulties which were encountered in the attempt to improve it.

Para. 47.—No less pains were spent on the great question of popular education. It was long disputed in the time of the Board of Education whether instruction for Natives should be chiefly Vernacular or chiefly English. The Vernacularist party in the main prevailed; and while English was little cared for, except at the presidency town, Vernacular schools were opened in large numbers in the Mofussil at the sole expense of the State.

48.—Afterwards, in 1854, a partially self-supporting system was established. Henceforth no new school was to be opened unless it was provided with a house, and more than half maintained by the people. It was hoped that existing schools would, by popular contributions, be gradually put on the same footing. The educational department inherited the partially self-supporting system from the Board, and under it more than 200 vernacular schools were opened in the course of two years. A zealous educational officer could without much difficulty induce village communities to consent to establish a school, and to enter into the necessary agreement for its partial maintenance, but it was not foreseen that the agreement might not be observed and could not possibly be enforced. Further expansion in this direction was checked in November 1856 by the Supreme Government, who disapproved of the partially self-supporting system. Financial difficulties caused by the mutiny soon followed. All increase of educational expenditure was absolutely forbidden, and the work for the educational department then was to retrench, and, if possible, not to go back. The two years that followed were employed in organizing the existing schools. Stricter discipline was introduced. The school fee was levied from all but 20 per cent. of poor scholars, cheap and improved school books and maps were produced. Each boy was compelled to buy the text book of his class. Registers were more carefully inspected, and nominal attendants were struck off the roll. It was a time of hard work, and the village schools were reduced to order. But their number could not be increased, and the apparent, though perhaps not the real, attendance was diminished. A new impulse was given in 1859 by an order of the Secretary of State, permitting, what before was forbidden, the re-distribution of school expenditure. The statistical returns at once began to improve, and from that day progress has been uninterrupted. The number of the vernacular schools has since 1854-55 risen from 240 to 925, the attendance from 18,888 to 61,629.

49.—This development is due, as before has been set forth, not to the increase of the imperial grant, but to the voluntary contributions of the people. It was not, however, supposed that the ultimate wants of the country under the head of national education could thus be provided for. How to meet these growing wants was earnestly debated. The partially self-supporting system was gradually dropped by common consent. In place of the popular subscription so lightly promised, so reluctantly paid, an enhanced fee was levied amid general satisfaction. Mr. Coke deserves the credit of this change.

50.—Every suggestion for extending the area of popular education was discussed. The project of working through the existing indigenous schools was carefully considered, and unanimously, or almost unanimously, rejected. The grant-in-aid system was clearly inadequate, and was pronounced by the Secretary of State to be so. It was necessary to look to the direct action of the Government. Proposals were made to levy an educational tax, and whether this should be compulsory or voluntary was warmly disputed. I took the voluntary side on political grounds, and drafted an Act analogous to the Municipal Act (XI of 1853) to enable communities to tax themselves for common schools. I also recommended the immediate levy, where it was legal, of the extra land assessment, which had been reserved for education, and the collection of all other local funds (as "chilhur" and the like) which might be made applicable to the same purpose. I also sketched a plan for constituting each talooka an educational district, with one principal and affiliated humbler schools. This is known as the "talooka system," and has been kept in view in all recent developments of vernacular education.

51.—At length in 1864 the Bombay Government were pleased to levy the extra land assessment, and declared a proportion of it to belong to education in the district where it was levied. Local funds of other kinds were also collected, and zillah committees, in which both the Revenue Authorities and the Director of Public Instruction were represented, were appointed to control the expenditure of the local income on schools and other objects. This system is new, and has hardly had time to bear fruit.

189. The local cess above referred to yielded in 1864-65 Rs. 2,15,859, and in 1865-66 Rs. 3,19,524. The agriculturist rate-payers, however, do not seem to get the full benefit of it. I have already noticed the fact (paragraph 157 above) that no less than Rs. 1,10,875 of the proceeds of the "local rate of assessment" were credited in 1865-66 under the head of "middle class schools," Rs. 11,930 were credited under the head of "higher class schools," and Rs. 14,469 under the head of institutions for special or professional education principally on account of normal schools. The above items aggregate Rs. 1,37,274, deducting which from the total receipts Rs. 3,13,524, there would be left Rs. 1,76,250 available for lower class schools; but in point of fact only Rs. 49,301 are credited under the head of lower class schools.

Good use, however, appears to have been made of this sum, as may be inferred from the following extract from the Director's report of 1865-66:—

Para. 52.—This operation of the local cess has given us an increase of 229 in the number of these schools, and of 23,041 in the number of scholars during the year. In Guzerat I was impressed with the vitality of primary education, and was pleased to find that boys belonging to the cultivator class were beginning to attend the vernacular schools in considerable numbers. But I am not yet in a position to pronounce, from personal knowledge, on the primary education of the presidency. Two points in the subject are clear:—*first*, that, in order to form a judgment, we require more definite standards of examination; *secondly*, that in order to improve the teaching of the Native masters, we require an enlargement and improvement of our training establishments.

Primary or vernacular schools.

Oude.

190. The lower class of schools is represented in Oude by 81 Government hulkabundee schools and 36 private schools. The private schools are all aided under the ordinary grant-in-aid rules.

191. The hulkabundee schools are all situated in the Oonao district, the recent re-settlement of which provided the means of establishing village schools on the system first adopted in the North-Western Provinces. These schools were only started in 1865-66, and the results are very encouraging. As the settlement operations advance, the system will be extended to all districts in Oude.

192. The village school teachers are all trained for their work in the Lucknow normal schools, to which they go for a year for the purpose, getting stipends of Rs. 4 each while under training.

Central Provinces.

193. The lower class of schools in the Central Provinces* consists of 546 village or hulkabundee schools supported by the education cess, and 680 private schools. The latter number is made up of 661 indigenous schools, and 19 zemindaree schools maintained by feudatories and zemindars on their estates. The school cess in the Central Provinces was doubled in 1864-65, and the extra funds thus made available were found very useful in increasing the salaries, and thus securing a better class of teachers. The number of vernacular languages existing almost side by side in the Central Provinces renders it particularly difficult to get good teachers on small salaries. The additional funds were also partly expended in the erection of suitable school houses.

* There are also a number of police and jail schools, of which mention is made in the report, but they are not directly under the Education Department, and are not therefore included in the statistical returns.

194. The indigenous schools are thus described in the Education Report:—

These schools may be divided into three classes—

1st.—Those receiving a regular monthly grant from Government.

2nd.—Those receiving grants under the payment by result rules.

3rd.—Those receiving casual gifts, in money or books, for the masters or pupils.

Of the 1st class there are only 5; the grants have all been made recently, and with the object of establishing schools in localities where none previously existed, and where it was not desirable to establish a Government school, or where a Government school could not be established at so low a cost. Schools of this kind should, after having been established two full years, be aided not by a regular monthly grant, but according to the rules for payment by results. In the 1st class there are 5 schools receiving monthly grants aggregating Rs. 45.

Of the 2nd class, during the past year, 25 schools† have presented pupils for examination, and a total of Rs. 408-1 has been paid,—the largest amount paid to one school was Rs. 47-4. Of 273 pupils examined, about 50 per cent. failed. The only districts in which teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and District Inspectors have not yet thoroughly explained the rules to the teachers. A number of school masters in the Jubbulpore district, who received grants last year, refused to receive them this year, and one of the most intelligent of the class informed the Inspector the reason was that the

† These have not been included in the statistical returns.

parents of the children objected strongly to his taking any aid from Government; they seemed to dread it as the insertion of the thin-end of some mysterious wedge. When the rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised code of rules.

The schools of the 3rd class now number 656 with 12,267 pupils. The most remarkable development of these has taken place in the district of Sumbulpore, and particularly in the Burghur tehsilee. At the close of 1864-65 there were 43 indigenous schools in Sumbulpore, with 647 pupils; there are now 114 schools, with 4,340 pupils. and during the same period schools of every description and scholars have very largely increased. The people also have subscribed liberally; besides what they pay directly to the teachers, and which it is impossible to state with any degree of accuracy, they have subscribed for the building of school houses, and for the maintenance of the schools, a sum of Rs. 3,350. When it is remembered that only four years ago this district was not free from rebels, that at that time, what the Central Provinces were to the other provinces of India, so was Sumbulpore, the Bœtia of the Central Provinces, I think it will be admitted that the good work inaugurated by Captain Cumberlege is not the least important, or the least interesting page of this year's history of British India. The hearty manner in which the people have seconded the district officer's exertions for the education of their children is a proof that old animosities have passed away, and in their enlightenment we have some security for their continued loyalty. I append extracts from the memorandum on education by Captain Cumberlege and his District Inspector for the last quarter of 1865-66, detailing more fully than I can do in this report their operations during the past year. They will well re-pay perusal, and their publication would be useful to the officers of their districts.

Mysore.

195. The lower class of schools is represented in Mysore by 32 Government vernacular schools and by 15 grant-in-aid schools of a similar class. The private schools are designed almost exclusively for Mussulmans, and are reported to be wanting in order and system. Improvement, however, is expected, as they are stated to have been recently better supplied with books, and regularly visited by the Deputy Inspector.

British Burmah.

196. The statistics for British Burmah have not, as already explained, been included in the general statement, but it may be hoped that the recent appointment of a Director of Public Instruction will ensure the receipt of full information with the prescribed statistical statements in future years.

197. There are about 259 lower class aided village schools in British Burmah superintended by missionary bodies, with about 8,691 pupils.

198. It is expected, however, that it will be soon possible to make progress in the direction of encouraging the existing indigenous schools of the province. The following account of these institutions was given in 1864 by the Chief Commissioner:—

The existing Native schools of Burmah are the Buddhist monasteries. The monks are supported by the daily alms of the people. The fabrics are generally built by private individuals as works of religious merit. The monasteries have no

endowments. The monks who inhabit them perform the priestly offices required by the laity and educate children. For these services they are supported by voluntary gift and daily alms. There is scarcely a village in the whole country without one of these institutions. For the great mass of the pupils, it may be said that the education imparted does not go beyond instruction in reading and writing the vernacular language,—that is, Burmese and the rudiments of Arithmetic. For those who intend to enter the priesthood, of course a higher degree of instruction is necessary, which need not here be described. As a general rule, it may be stated that all instruction among the Burmese people is carried on in the monasteries. There are a few private schools here and there, but they are exceptional. There is no other regular plan or system of schools which could be taken in hand and improved. I would not recommend that Government should set up schools in the villages as additional, or in opposition, to the monasteries,—such a scheme would inevitably be a failure.

199. As regards the proposed plan of improving these schools, the Chief Commissioner expressed the following opinion :—

Para. 15.—To carry out this plan, I am of opinion that we should do nothing more than induce the monks in the several monasteries to accept certain books for the instruction of the pupils. We may already have some excellent school books in the Burmese language. They are as follows :—

1.—Geography by the Reverend G. H. Hough (maps wanting).

2.—Treatise on Land Measuring and Triangulation.

3.—Stilson's Arithmetic,—an admirable work.

4.—"The house I live in,"—translation of an interesting little work on Human Anatomy.

5.—Sketch of Ancient History by the Reverend E. A. Stevens, American Baptist Missionary.

6.—Legendre's Geometry.

If there were only a work on Elementary Astronomy, we really have every book required to commence the work now proposed.

The task of inducing the Buddhist monks generally to accept of and teach these works in their monasteries, of course in addition to the existing ecclesiastical or theological course of education, would require very great tact, judgment, and discretion. Some Buddhist monks, to whom I have spoken on the subject, have not been averse to the plan. The work would have to be superintended by a man of superior attainments, one well acquainted with the Burmese language and the character of the people.

200. In pursuance of the above suggestion, steps where taken for the appointment of a Director of Public Instruction. The appointment did not actually take place till August 1866. The following account of the success already met with was given by the Chief Commissioner in February last :—

It will be seen that, notwithstanding some opposition, there has been so far very encouraging success. In the towns of Rangoon and Moulmein, the Buddhist monks of 46 monasteries, having 115 pupils, have allowed the books on Arithmetic and Land-measuring, and in some instances Geography, and a small book on Anatomy, to be taught. The monks themselves will not teach these books, partly from a feeling of pride which will not allow them to teach foreign books, and partly from an ecclesiastical prejudice peculiar to Buddhist ascetics, that the only true knowledge is contained in the Beedagat, and that wordly knowledge is waste of time. Still they allow the books to be taught.

Berars.

201. There are apparently 29 Mahratta village schools in the Berars. It has been proposed to increase this number by the addition at once of 72 new schools; no detailed information is available respecting these schools, but now that a regular education department has been organized in the Berars, it may be hoped that full information will be available in future years.

FEMALE SCHOOLS.

Bengal.

302. In Bengal there are 3 Government schools for the education of Native girls with 153 pupils, and 217 private schools with 5,559 pupils.

203. The Director of Public Instruction has made no remarks whatever in his report for 1865-66 on the important subject of female education. This is a great omission; for, though some of the appended reports of the Inspectors contain information on the subject, it would have been only proper to give prominence to the matter by a few remarks from the Director himself.

204. Mr. Woodrow, the Inspector of the central division, evidently takes a great interest in the subject. He opens his remarks on the subject with the following paragraph:—

Female Education.—The most interesting feature in the educational operations of the year is the extension of female education. Not only is there an increase of the numbers under instruction, but owing to the beneficial action of the Ooterparra Desh Hitoyseni Shova, there is a prospect of general improvement in the quality of the instruction imparted. I last year reported that the "total number of girls attending schools in the central division, exclusive of the Bethune and several private schools, was 999 in April 1863, and 1,530 in 1864." In 1865 the number had risen to 1,963. In April 1866 it amounted to 2,823. Counting in the Bethune School and the girls in 6 missionary schools in the Nuddea zillah, the number is 3,307. Female education being yet in its infancy, it is interesting to the public to know how these numbers are made up, and in what parts of the country the advance is most perceptible.

Mr. Woodrow then goes on to give a detailed list of girls' schools showing the following results:—

		Pupils.
Aided by Government	Schools	1,877
	Circle patshalas	90
	Zenana associations	610
Unaided ...	Under missionary bodies ...	442
	Under Native managers ...	103
Girls attending schools for boys		60
Government Female School (Bethune School, Calcutta) ...		125
Total ...		3,037

He adds the following remarks:—

There are now 58 grant-in-aid schools with 1,877 girls in them, against 36 schools with 1,219 girls last year. The 2 zenana associations with 278 ladies under instruction have increased to 4 associations with 610 ladies. The number is increasing monthly, and want of funds, rather than want of houses open to instruction, now places the limit on rapid extension. The girls attending circle schools have fallen off from 135 to 90, and those attending schools for boys from 82 to 60; but those attending unaided girls' schools have increased from 149 to 208. On the whole, the total shows an increase this year from 2,008 to 2,970, or of 962 girls. This success attending the efforts of the Ooterparra association for promoting the good of the country deserves to be brought prominently to the notice of Government.

205. In the south-east division there is a Government training school for mistresses at Dacca, with 24 pupils on its rolls, and it is stated by the Inspector that "applications have been received for mistresses from Rajshahi, Rungpore, Calcutta, and Sherepore." There are altogether in the south-east division 64 girls' schools (53 of which are aided by Government) with 917 pupils.

206. In the south-west division there are 30 girls' schools (26 of which are aided), with 1,010 pupils. In the north-west division there do not appear to be any measures on foot for female education, and the returns do not include any girls' schools.

207. In the north-east division there are 25 girls' schools (all aided) with 530 pupils.

North-Western Provinces.

208. In the North-Western Provinces there are 497 Government schools for girls with 9,269 pupils, and 77 private schools with 1,494 pupils.

209. About 100 of these schools were added in 1865-66. The Director of Public Instruction refers to female schools in his report for that year in the following terms:—

These schools are all of the most elementary description, the expenditure is limited, and the parents of the children are generally poor. They are a beginning by no means despicable, and are under careful inspection. Coming across, as I do, in the course of my tours, towns where formerly at the mention of girls' schools one's Native advisers and coadjutors would shake their heads, but where now girls' schools are in healthy operation, I cannot but look forward to more extended results, though it will be long before we overtake the ignorance of the population. The visits of experienced officers are not regarded with distrust. The Natives soon grow familiar with an Inspector who performs his work honestly and regularly and place confidence in his advice. Younger and less experienced officers, who are naturally less able to make allowance for deficiencies, which even the most cursory inspection will disclose in schools perhaps of only a few months' standing, have in some instances caused discouragement by the tone of their remarks. Deception in the matter of attendance cannot at first be altogether avoided, and will gradually disappear before a patient examination into results such as that which has been conducted during the year of report.

210. There are also two recently established normal schools for mistresses, one at Agra and another at Ourai, a village about 13 miles from

Futtehpore. Both these institutions are favorably noticed by the inspectors, and the Director makes the following remarks regarding them :—

Small normal seminaries of this character are manageable, and, when the experiment has been fully tested, I shall ask the Inspectors to consider the advisability of establishing one in each district for the improvement of the girls' schools in that district,—it being manifestly unadvisable, if not impossible, to institute one large normal school for the whole of the circle, as, in the case of school masters, steadiness, rather than rapidity of progress, has hitherto been our aim, and results seem to prove the wholesomeness of the principle.

Punjab.

211. The 1,029 female schools in the Punjab, with their 19,561 pupils, are composed of 333 Government schools and 696 private schools.

212. As the Punjab stands foremost of all other provinces in respect of the numerical results of female education, it may be well to give here some account of the rise and progress in that province of so recent but important a feature of educational operations.

213. The following paragraph, extracted from the Punjab Education Report of 1862-63, refers to the period when the first real impulse was given to the movement in favor of female education in the Punjab :—

Training of governesses at Lahore and Umritsur.

At the educational durbar * * * * * His Honor the Lieutenant Governor addressed the Chiefs of Lahore and Umritsur, and called their special attention to the necessity for providing education for their daughters as they had already for their sons, and promised them assistance in carrying out any plan they might devise for that purpose. Accordingly committees were appointed at each of the two cities, and it was arranged that the family priests of certain of the best families, *viz.*, 30 at Lahore and 40 at Umritsur, should undertake to teach, each of them at least, one female from his own or his client's families. While giving this instruction, the priests are to be paid at the rate of Rs. 10 per mensem, and as soon as the pupils become proficient enough to impart knowledge themselves, they will be taken into the service of the families with which they are connected as governesses, and the pay of the priests will cease. The governesses will teach the females not only of their own or their patron's families, but also of respectable neighbours of a lower social grade. These again will probably be glad to open schools of their own, or to take service as school mistresses with Government or private persons. And so it is hoped that, beginning with the upper classes, the stream of female education will gradually permeate through the several *strata* of Native society. For starting the scheme, which amounts to supplying the means of training within their home circles, at least 70 governesses, most of whom will be fit to act as teachers by the end of a year, the sum of Rs. 8,000 is required for the year 1863-64, and special application has been made for it.

214. In the following year (1863-64) the Director of Public Instruction gave the following account of the result of the scheme referred to above :—

In paragraph 64 of my last annual report, I explained how a scheme had been proposed for training up governesses, and placing them in the families of the upper classes of Native society at Lahore and Umritsur. This scheme was afterwards changed, for it was found that the adult females, who were taken under

instruction in the first instance, had domestic cares and duties which sadly interfered with their speedy advancement in study, and young girls were found much sharper learners than adults. Again it was found that there was no real objection to the employment of male teachers; whatever objection there was, was directed against the innovation of teaching females at all. And when, through the example set and arguments used by a few leading members of the Native community, these objections were gradually overcome, the system of private female instruction by family priests in the houses of the chiefs and notables, and of schools in every mahulla for the wives and daughters of the middle classes, soon became generally prevalent. As these schools are not open to inspection, I am dependent for my information regarding them on the reports of the committees of Native gentlemen; but from these reports, and from the great interest shown in the matter throughout by His Honor the Lieutenant Governor, there can be no doubt about the subject of female education having been taken up far more earnestly than could have been expected in so short a time. Most of the schools are probably very elementary, and a good deal of the scholars' time is no doubt devoted to instruction in their own religious books; yet a fair amount of attention seems to be paid to secular studies as well, and some few girls have made good progress, judging from the specimens of hand-writing produced as the result of their unassisted efforts. I also understand that the teaching of plain needle-work has been commenced, and proves decidedly popular. One thing is at any rate very certain that the formation of these schools to so large an extent at the two chief cities of the Punjab has brought the subject to the notice of all classes throughout the province, and has greatly facilitated the spread of female education in other districts.

I may also mention here that, within the last two or three months, Baba Khem Singh, a lineal descendant of the Guru Baba Nanuk, and greatly revered by all classes of his countrymen, has been preaching at Jullunder and its neighbourhood in favor of female education. He has since then spontaneously proceeded as far as the Rawul Pindee district, bent on the goodly work of stirring up the people to educate their daughters. The success of his mission has been immense, and girls' schools are now starting into existence by scores and even hundreds, I believe, in those parts of the Punjab which he has visited.

315. The results for 1863-64 in respect of female schools were thus described in the same report :—

There are now 204 Government female schools, instead of only 103 at the beginning of the year. The number of girls has increased from 2,224 to 3,993, of whom 3,414 are Mahomedans and 579 Hindoos; 53 of the girls in the Jullundur district are learning English, 439 Persian, 3,312 Oordoo, and 561 Nagree. The average daily attendance has nearly doubled, being now 3,058.

These schools are all under the direct control of district officers, many of whom have interested themselves greatly in the matter, and have set them on foot at considerable personal trouble. The charges are borne exclusively by the 1 per cent. educational cess fund. The great difficulty is to exercise proper supervision over them. Although it would be obviously preferable to employ female teachers, and the want of them is felt by some district officers to be a great impediment to the progress of female education, yet the people do not seem to object to male teachers for their daughters so long as they are allowed to make their own selection. And, strange to say, the selection not unfrequently falls upon young men, as well as old,—occasionally on a mere lad, one of the senior scholars in a neighbouring town or village school. The prejudice against inspection in many places continues very strong, though it has been completely removed in others by the district officers. All that is necessary at present seems to me to be to withhold any good rate of pay from the teacher where the school is not open to occasional visits from the Deputy Commissioner, or at any rate from some trustworthy Native officer selected by him, and approved of by the people who send their children to the school. Money and official favor are the two great motive pioneers in this matter.

* * * * * * * *

Of private female schools there are 7 ordinary aided schools, 6 of which are connected with missions, and 1 is a school for girls of European parentage at Anarkullee, Lahore. This last is of a superior kind, and so are the orphanages at Loodianah, Umritsur, and Kangra. But, besides all these, there are the very important, though as yet elementary, female schools in the cities of Lahore and Umritsur, numbering no less than 223, and containing 3,841 scholars. These schools are entirely under the management of committees of Native gentlemen at the two chief cities of the Punjab. Rs. 8,000 were assigned for their support as a special grant by the Supreme Government, but the amount actually expended on them has been Rs. 11,520 from Government, and Rs. 1,404 from private subscriptions and donations of the chiefs and notables.

216. So far as the female schools under private management were concerned, the requisite funds were supplied from imperial revenue as a charge under the head of grants-in-aid. In respect of the female schools under Government management, the funds were, in the first instance, made available from the education cess fund. Towards the close of 1864 the female schools, under the direct management of Government, numbered 192, costing Rs. 1,633 per mensem, and there were 55 more, costing Rs. 270 per mensem, which had been started and kept up on promises held out to the teachers that Government would eventually grant them salaries. On a representation shortly after made by the Lieutenant Governor, the Government of India sanctioned an assignment of Rs. 10,000 per annum for three years from imperial revenue towards the support of these schools, leaving the cost of such schools as were situated in agricultural villages to be met from the education cess funds. It was at the same time observed that any further extension of female schools should be carried out on the grant-in-aid principle, which, it was remarked, if readily accepted, would "afford some test and pledge that the spread of female education is real and truly desired by the people of the Punjab." While anxious to afford every encouragement to the spread of female education, the Government of India did not wish that educational or district officers should allow their zeal to betray them "into so exercising their influence with Natives of the better classes as to amount in fact to a pressure which the Natives do not feel able to resist."

217. The report for 1865-66 shows an increase since 1863-64 on the Government female schools from 204 to 333, the number of pupils having likewise increased from 3,993 to 6,834. As regards private female institutions, the number of pupils had risen to 12,727, of whom 8,352 were Hindoos, 4,161 Mahomedans, and 214 Sikhs and others.

Madras.

218. Female education does not seem to have been as yet the subject of any special interest or exertion on the part of the educational authorities in Madras. There are no Government female schools, but the returns show 139 female schools under private management, with 3,315 pupils. Many of these are probably for children of European descent; no special notice is taken of them in the Madras report.

Bombay.

219. In Bombay the Government female schools were increased during 1865-66 from 23 to 33, and the number of pupils from 639 to 1,036. The returns for private female schools are mixed up with those for boys' schools, but there appear to be 32 institutions with upwards of 1,400 pupils.

220. The following remarks on the subject of female education are made by the Director in his report for 1865-66 :—

I have recorded above (paragraph 26) an increase during the year, of 10 female schools and 397 pupils. But when we compare the total number of female pupils on the rolls in Government schools, namely, 1,036, with the average daily attendance, namely, 695·3, the unsatisfactory character of most of these institutions must be at once inferred. The first characteristic of our girls' schools is extreme irregularity of attendance; the second is that they are in reality infant schools, in which it appears to me that the great bulk of the children, being very young, sit looking on, while a few girls at the top of the school receive a little instruction. In submitting this general observation, I must, however, refer to Mr. Curtis' report, paragraph 25 (Appendix A 2, page 42), in which a favorable view is taken of the prospects of female education in Guzerat. Some of the private girls' schools (under inspection), and especially the Roychund Deepchund School at Surat, are exceptions to my general remark. Captain Waddington (Appendix A 1, page 23) reports favorably of the (private) Parsee girls' schools attached to Sir Jamsetjee Jeejeebhoy's benevolent institution. Female education, which is of course closely connected with different phases of social and religious feeling, is better received among some castes of the people than others, and as yet it shows more signs of flourishing among the Parsees of Bombay and the Banias of Guzerat than among the more literary Brahman communities of the Deccan or Concan. Looking at the question broadly, I am afraid it must be asserted that the public education (properly so called) of course is incompatible with the system of infant marriages, and with many existing prejudices of the people on the most delicate subjects, think that the education and civilization of such portion of the people of India, together with the example of the European community, will inevitably bring in the education of the women of India, but that this result will be very gradual, and will be subsequent to many important social changes. In the meanwhile I am humbly of opinion that private and missionary exertion may do much to help on the cause, but that Government is precluded from taking any prominent steps to accelerate the movement.

Oude.

221. There are no Government female schools in Oude, but there are 11 private schools, of which 1 is for European and Eurasian girls. The 10 schools for Native girls are managed by missionary and 5 bodies, 5 of them being in connection with the Church of England, under the American Mission. Three of these schools were opened during 1865-66. The Director of Public Instruction writes respecting them as follows :—

The schools are visited regularly by the ladies of the two missions, who speak very favorably of the progress made by the pupils. Instruction is given in reading, writing, and arithmetic.

The following remarks are taken from the same report :—

I believe that the Reverend Mr. Reuther, at Fyzabad, has opened one or two girls' schools in that city. The head masters of some of the zillah and tehsil schools have also, during the past year, made attempts to interest those around them in female education; two or three small schools have been opened, but their success is not yet certain.

Central Provinces.

222. The 92 female schools in the Central Provinces are all Government schools supported, like other village schools, from the education cess funds. The following account of them is given by the Director:—

> These schools have increased during the year from 65 with 1,244 pupils to 92 with 2,361. The largest number in any district is at Saugor, where there are 26 schools with 713 pupils; in the district of Chindwarrah and Upper Godavery, none have yet been opened. The progress made in these schools must be slow, and, except in places where European ladies interest themselves, I do not anticipate great results. The movement in favor of educating girls is interesting, and should be encouraged to a certain extent to show that female education is one of the things Government aim at; but I believe that the most certain, and the most speedy, way of educating the women of India is to educate the men; when we have a generation of educated fathers, there will be little difficulty about the education of their daughters. It is well in the Central Provinces to have a few girls' schools in every district, but as they are entirely supported by local educational funds in the same way as the boys' schools, I would not sacrifice the efficiency or the number of the latter to greatly extend the means of education for girls, unless, indeed, by the offer of fees or subscriptions, the people manifested a real desire for such institutions.

223. A female normal school was established at Nagpore during 1865-66. It has 20 women in it, and the management of the institution is reported to have been successfully conducted.

Mysore.

224. There are no Government female schools in Mysore, and of the 7 female schools under private management, 2 are designed for European and Eurasian girls. The other 4 are for Hindoo girls, and are reported to be "all well attended and making steady progress."

British Burmah.

225. There are 7 female aided schools in British Burmah with 409 pupils. The following account of these institutions is given by the Chief Commissioner in his report of 1865:—

> There are 5 female schools in the Pegu division, and 2 in Tenasserim.
>
> Karen female institute, Toungboo.
>
> The most prominent institution of this character is the Karen female institute at Tounghoo, under the superintendence of Mrs. Mason, for the instruction of the daughters of Karen mountaineers. This school has been in active operation during the year, and is supported entirely by the people. It numbers 66 pupils. On the 15th of January 1866, the annual examination was held in the institute. "The scene was interesting," says Mrs. Mason, "as it was the first time that Karen mountain chieftains sat as judges, and awarded prizes to Karen young women for attainments in scholarships." * * * "There were present also strange new visitors in 9 Manu-Manu chieftains from beyond the eastern water-shed, and 2 Gaikoo chiefs from near the northern boundary. In all there were 41 chiefs and elders present from the mountains, with 50 students and jungle teachers." The vernacular department of this school was taught eight months, the English department ten.

This indefatigable lady has also revived her school for Burmese women at Toungboo. It was in operation during the last quarter of the year under review, and at its close contained 29 pupils.

Burmese girls' school, Toungboo.

The next school of note in the Pegu division is St. John's institution. It is both a girls' boarding and day school, in which those who can pay for board and education are required to pay, and it is also a free school and orphanage in which those who are too poor to pay, or who have no parents, friends, or relations to support them, are fed, clothed, and taught gratis. It is admirably conducted by a lady superioress and four sisters of charity who impart elementary instruction to the pupils in both English and Burmese. In the English department there are 55 pupils, and in the vernacular or free section there are 60, 30 of whom are orphans, and the remainder day-scholars. The way this school is conducted reflects the highest credit on all connected with its management. Major Laurie observes of these schools—"I found every thing to be in a most satisfactory condition, forming remarkable aids to the causes of education and philanthropy."

St. John's, Rangoon.

The female schools in the Tenasserim division are located at Moulmein. St. Joseph's institution, under the control of the Reverend Father Guerin, is conducted by a lady superioress assisted by seven sisters of charity. The average attendance during the year has been 108, of these 39 were orphans and 69 day-scholars. The instruction is elementary and embraces needle-work. The orphans are educated free of charge, while the other pupils pay a fee varying from 3 to 6 Rupees per mensem. The Commissioner, who presided at the examination held on the 19th December last, reports that "the older girls have made considerable advancement since the time of the examination of the previous year, the younger children were progressing satisfactorily."

Joseph's, St. Moulmein.

Two Burmese women conduct a girls' school at Moulmein, under the superintendence of the Reverend Mr. Haswell. The average attendance in this school has been 50 girls, of the average age of 10 years, each pays a fee of 1 anna a month, and are taught reading, writing, and the simple rules of arithmetic.

Girls' vernacular school, Moulmein.

Berars.

226. There do not appear to be any female schools in the Berars

Concluding remarks respecting the classification of pupils in schools.

227. I have already (paragraph 54) shown that, of the whole number of Hindoos and Mahomedans attending colleges, only 3½ per cent. are Mahomedans. It will be seen from the following figures relating to the pupils attending schools in the principal provinces of India, that the percentage of Mahomedans is 18 per cent. :—

Pupils attending higher class schools.

	Bengal.	N. W. Provs.	Punjab.	Madras.	Bombay.	Total.
Hindoos ...	16,828	2,360	9,377	5,063	1,337	34,965
Mahomedans ...	1,561	375	3,362	473	28	5,799

Pupils attending middle class schools.

	Bengal.	N. W. Provs.	Punjab.	Madras.	Bombay.	Total.
Hindoos ...	40,896	13,783	5,784	12,085	21,207	93,755
Mahomedans ...	4,241	3,380	2,238	682	1,634	12,175

Pupils attending lower class schools.

	Bengal.	N. W. Provs.	Punjab.	Madras.	Bombay.	Total.
Hindoos ...	32,374	1,21,713	29,125	14,049	63,653	2,60,914
Mahomedans ...	5,040	32,903	24,816	87	4,947	67,793

Total ...	Hindoos ...	3,89,634
	Mahomedans ...	85,767
	Grand Total ...	4,75,401

228. The proportion of Mahomedans is greatest in lower class schools, where it reaches 20 per cent., which is probably not far from the actual proportion borne by the Mahomedans to the Hindoo population of the country generally.

SECTION VI.

INSTITUTIONS FOR SPECIAL EDUCATION.

229. The following statement contains statistics respecting institutions for special education.—

	Bengal.		N. W. Provinces.		Punjab.		Madras.		Bombay.		Oudh.		Central Provinces.		Mysore.		British Burmah and the Berars.	
	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.
Number of Institutions.																	Owing to the appointment of Directors of Public Instruction and the organization of separate departments of education in Burmah and the Berars having only recently been carried out, there are no sufficient statistics available. But a general reference to the institutions in British Burmah coming under this head will be made in the body of this note.	
Normal	24	3	8	3	7	3	7	4	6	...	2	...	6	...	1			
Others	13	1	2	...	...	...	7	...	5	3	...	...	...	...	1			
Total ...	37	4	10	3	7	3	14	4	11	3	2	...	6	...	2			
Number of Pupils attending them.																		
Normal	1,280	71	455	62	294	80	1,011	207	258	...	392	...	153	...	27			
Others	920	246	254	...	...	...	473	...	280	180	...	...	...	...	32			
Total ...	2,200	317	709	62	294	80	1,484	207	538	180	392	...	153	...	59			
Expenditure.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs		Rs.		Rs.			
Normal { From imperial funds	87,998	3,750	38,077	3,700	15,287	2,100	49,331	4,913	28,776	...	4,460	...	3,162	...	5,626			
Normal { ,, other sources...	4,035	11,536	7,626	5,196	16,140	2,155	4,659	16,975	15,955	...	13,760	...	7,720	...	...			
Others { From imperial funds	2,07,010	1,000	86,203	...	...	...	1,02,969	...	64,220	10,505	...	...	...	...	4,493			
Others { ,, other sources...	33,943	5,417	...	...	...	...	6,488	...	13,250	15,413	...	...	...	...	...			
Total { From imperial funds	2,95,008	4,750	1,24,280	3,700	15,287	2,100	1,52,300	4,913	92,996	10,505	4,460	...	3,162	...	10,119			
Total { ,, other sources...	37,978	16,953	7,626	5,196	16,140	2,155	11,147	16,975	29,205	15,413	13,760	...	7,720	...	...			
Grand Total ...	3,32,984	21,703	1,31,906	8,896	31,427	4,255	1,63,447	21,888	1,22,201	25,918	18,220	...	10,882	...	10,119			

230. I now proceed to make a very few remarks respecting the special institutions in each province.

Bengal.

231. Of the 24 Government normal institutions in Bengal, 4 are English departments and 20 vernacular.

The 4 English departments have proved a failure, as will be seen from the following extract from the Director's Report for 1865-66 :—

English Departments—Calcutta, Hooghly, Dacca and Patna.—The English departments opened a year ago in the normal schools at Calcutta, Hooghly, Dacca, and Patna, as announced in last year's report, have hitherto failed in the object for which they were established. Students with the proper qualifications cannot be induced to enter them, because they are not affiliated to the University, so that attendance at them is no qualification for admission to the First Examination in Arts, whilst the Syndicate declines to accord the privileges of school masters to the pupil teachers who join them. Unless some concession is made on this point, there seems little probability of obtaining any adequate results from these departments, and it will be advisable to abolish them.

The 20 vernacular training institutions were more successful. Twelve of them are intended to train masters for vernacular middle class schools, 7 are specially designed for training gurus for indigenous schools, under the scheme already described under the head of lower class schools, and 1 (at Dacca) is for female teachers.

232. The following extract from the Director's Report for 1865-66 will show how large a proportion of these useful institutions have been set on foot during the year under review :—

New Vernacular Normal Schools opened.—Three normal schools were opened at the beginning of the year in East Bengal, at Mymensing, Comillah, and Coomarkhali for the training of masters for middle class vernacular schools, and 4 similar schools commenced operations in Berar, located respectively at Bhaugulpore, Purneah, Gya, and Chuprah.

In North-east Bengal, 3 new normal schools for the training of gurus for village patshalas have been opened under a new Inspector, Baboo Kassi Kanth Mookerjee, at Rajshahye, Dinagepore, and Rungpore, each providing for 75 stipendiary pupils and another similar school has been started by Baboo Bhoodeb Mookerjee at Midnapore in South-west Bengal.

In Assam the normal school at Gowhatty, which had not been successful, has been re-organized at a reduced expense, and additional normal schools have been sanctioned for Tezpore and Seebsaugor, in order to make better provision for the supply of masters for the elementary vernacular schools of the province.

From these statements, it will be seen that an important advance has been made during the year in the means of raising a supply of teachers qualified for conducting the middle and lower class schools throughout the country.

Of the 3 private normal institutions, 1 (in Calcutta) is for mistresses.

233. Of the 14 other institutions for special education, 2 are schools for training in Useful Arts,—one a Government institution, and the other a private institution, both situated in Calcutta. Two are the Mahomedan Madrissas at Calcutta and Hooghly, respecting which

remarks will be made under the head of Oriental Institutions (Section VII.); 6 are Law classes attached to the colleges in Calcutta and the Mofussil; 1 is the Civil Engineering Department of the Presidency College; and 3 are the English, Bengalee and Hindoostanee classes of the Calcutta Medical College.

234. I find that it would lead almost beyond the reasonable limits of a note like this to enter into any detailed description of these institutions, and I have not therefore attempted it.

North-Western Provinces.

235. Of the 8 Government normal schools in the North-Western Provinces, 6 are for male teachers, and 2 for female teachers. The latter have already been noticed under the head of female schools, and the former are institutions designed to train teachers for the vernacular schools in the province,—there being 1 for each of the three large circles at Agra, Meerut, and Benares, 1 in Almorah for the hill circle, and special normal classes at the schools of Ajmere and Etawah.

236. The 3 private normal institutions appear to be intended for the training of other than Native teachers.

237. Of the 2 other special institutions, one is the Civil Engineering College at Roorkee, and the other the Agra Medical School designed for giving an education to Native doctors.

Punjab.

238. The 7 Government normal schools in the Punjab are designed for training vernacular teachers for the town schools and village schools. In 1865-66 they turned out 44 town school teachers and 133 village school teachers. Out of 2,012 teachers employed in Government vernacular schools in the Punjab, 1,417 have already undergone a normal school training. There are 166 now under instruction, leaving 429 who have yet to be sent to a training institution.

239. The 3 private normal schools are all for training female vernacular teachers. One of them is in connection with the S. P. G. Mission at Delhi, and 2 are under Native committees at Lahore and Umritsur.

240. The number of women under instruction during the year was 80, of whom 40 were Hindoos and 40 Mahomedans.

241. The Lahore Medical College has not been entered in the Punjab returns. It is an institution started some seven years ago with the object of training Native doctors and also sub-assistant

surgeons. The school department (for Native doctors) has turned out already some 51 men qualified as Native doctors, and 6 men have been qualified as sub-assistant surgeons in the college department.

Madras.

242. The 7 Government normal institutions consist of 5 schools and 2 normal classes. They are not merely vernacular training schools, but qualify teachers also for Anglo-vernacular schools; 6 of these institutions sent up successful candidates for the University Entrance Examination, the aggregate number being 21, of whom 12 came from the Madras Normal School.

243. The following notice of these institutions and of the private normal schools was taken by the Government of Madras on reviewing the Education Report of 1865-66 :—

The report on the Government Normal School at Madras is again unfavorable. The Director of Public Instruction states that the arrangements have been defective, and the management faulty; that in the general examination for certificates, the students showed to disadvantage when tested in method and teaching power, and proved, in many instances, in these subjects, to be inferior to the untrained candidates. The Governor in Council has now under consideration a detailed report which the Director has recently furnished, with the view of enabling the Government to determine what steps it will be necessary to take with the view of restoring this important institution to the condition of efficiency which it maintained under the management of its first Principal. Orders will be passed on the subject at an early date.

The normal schools at Vizagapatam, Trichinopoly, Vellore, and Cannanore are all doing fairly. That at Trichinopoly is in a very satisfactory condition. Owing to the difficulty which is experienced in inducing Canarese candidates for training to resort to the Normal School at Cannanore, which is situated in the district of Malabar, it is proposed to form a normal class in connection with the provincial school which is about to be established at Mangalore, in the district of Canara. The reports on the training institutions supported by the Church Missionary Society at Palamcotta, by the Society for the Propagation of the Gospel in Foreign Parts at Sawyerpuram and at Tanjore, and by the Christian Vernacular Education Society at Madura, are all, more or less, favorable.

244. The 7 other special institutions in Madras consist of—

The Medical College ...	College branch. Collegiate school.
The Civil Engineering College ...	College branch. Collegiate school.

Law Department of the Presidency College.
School of Industrial Arts, Madras.
School of Ordnance Artificers, Madras.

Bombay.

245. The 6 normal schools in Bombay are all Government institutions. They are intended primarily for supplying qualified teachers for vernacular schools. The 2 principal institutions are at Poona and Ahmedabad. In his annual report of 1862-63, Mr. Howard warmly advocated the experiment of turning the training institutions at these two places into vernacular colleges, arguing as his reason that the purely normal school training produced men deficient in general education. The experiment was tried but has failed, as appears from the following extract from the report of Sir A. Grant (the present Director of Public Instruction) for 1865-66 :—

As a point of general interest, I beg humbly to refer to my letter to Government (Appendix G, page 185) on the Poona "vernacular college," as it used to be called, in which the experiment was made (but without success) of combining the teaching of higher subjects through the medium of the Marathi language, with the ordinary functions of a normal school. Government, concurring in the views expressed, were pleased to sanction the limiting the functions of this institution (under the name of the "Poona Training College") to the preparation of school masters. Subsequently I have made analogous proposals with regard to the "Ahmedabad Vernacular College," in which a similar experiment appeared to have failed equally. I am humbly of opinion that it is an anachronism to attempt vernacular colleges for western learning at the present day. Such colleges will only be possible when large numbers, and perhaps several generations of scholars have been habituated to think and express themselves on scientific subjects in the vernacular languages. The training of Native school masters in normal schools and training colleges is such an important matter that we cannot afford to allow any diversion of the energies of those to whom the task is entrusted. The institutions of this kind at Poona and Ahmedabad are working fairly. Those recently established at Belgaum and Hyderabad have made a good beginning.

246. The 8 other special institutions in Bombay consist of the following :—

Government institutions	1. Grant Medical College, Bombay. 2. Law School, Bombay. 3. Poona Engineering College. 4. Engineering School, Hyderabad. 5. Guzerat Provincial College, Ahmedabad.
Private institutions ...	6 David Sassoon Industrial and Reformatory Institution. 7. Furdoonjee Sorabjee Parak's School of Arts and Industry. 8. Sir Jamsetjee Jeejeebhoy School of Arts.

The Guzerat Provincial College is an institution connected with the Ahmedabad High School, the special subjects of education being Law, Logic, Moral Philosophy, History, Mathematics, and Sanscrit.

Oude.

247. The 2 special institutions in Oude are Government normal schools located at Lucknow and Fyzabad, and intended to train

teachers for the tehsilee and village schools. The Fyzabad institution is a temporary branch of the Lucknow school. The levy of the education cess is being rapidly extended over Oude, and its extension will be followed by an equally rapid establishment of village schools. For these schools it is necessary to provide masters, and hence students, aspiring to the office of village teachers, are being collected and trained at the two schools mentioned above. The period of training is one year. At the close of the year the 2 institutions contained 392 pupils, of whom 378 were under training as teachers for village schools, and the rest (14) for tehsil and other schools.

Central Provinces.

248. The 6 special institutions in the Central Provinces are all Government training institutions. Of these, 1 (at Nagpore) is a superior institution designed for training masters not only for town and village schools, but for zillah schools. Four of the institutions (at Jubbulpore, Hoshungabad, Raepore, and Khundwah) are intended for training teachers for vernacular town and village schools; the school at Khundwah being merely a normal class for the Nimar district, opened in the last month of 1865-66.

249. The remaining institution is the Nagpore Female Normal School. It was commenced in September 1865, and is reported to have made steady progress. Twenty female pupils are studying in it.

Mysore.

250. Of the 2 special institutions in Mysore, 1 is a Government Normal School intended to train teachers for Anglo-vernacular schools. There are 27 students under training.

The other institution is an Engineering school, which had 32 pupils at the close of the year.

British Burmah.

251. There are 2 special institutions in British Burmah, both under private management. One of them is the Vernacular "Karen Theological Seminary" at Rangoon, designed to fit young men for the Christian ministry, and the other the "Normal and Industrial School" at Bassein, which contains two departments, the one an Anglo-vernacular school, and the other a vernacular training school,—the industrial element pervading both.

252. Besides the above, a large number of the aided middle class schools in British Burmah partake, more or less, of the character of normal institutions.

SECTION VII.

ORIENTAL CLASSICAL LANGUAGES AND ORIENTAL INSTITUTIONS.

253. I introduce this subject not so much with the idea of giving any valuable information regarding it, as with the object of bringing an important matter into prominent notice. It has only been at the last moment, while preparing my note for the press, that the idea occurred of making a separate section for this subject, and the information afforded, as well as the remarks offered, are not so complete as could be wished.

254. It has already been noticed under the head of "Universities" that the Verneulars had recently been excluded from the Calcutta list of languages, which may be taken up for the First Examination in Arts. The list now is as follows :—

Greek.	Sanscrit.
Latin.	Arabic.
Hebrew.	

And one of these must be taken up by every candidate at the First Art Examination.

255. In the Bombay University a similar alteration was made, the list adopted being the same as that given above for the Calcutta Examination.

The Madras list still contains the Vernaculars as optional subjects, both in the First Arts and B. A. Examinations ; and it is not till the M. A. Examination that a candidate is bound down to one of the classical languages.

256. The effect of the alteration made in Calcutta and Bombay has been to make it necessary for every college student to study a classical language, and, of course, the oriental classical languages—Sanscrit and Arabic—are generally preferred ; of these two, Sanscrit seems to be decidedly the favorite, and the Government colleges have now, for the most part, been provided with separate Sanscrit teachers or professors.

257. An interesting point to be noticed in this Section is the history of the various institutions which were orginally designed for the special cultivation of oriental studies.

258. In the Despatch of 1854 the Home Government remarked as follows (paragraph 8) :—

Para. 8.— The systems of Science and Philosophy, which form the learning of the East, abound with grave errors, and Eastern Literature is at best very deficient as regards all modern discovery and improvements. Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded in special institutions for the study of Sanscrit, Arabic, and Persian Literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan Law, and is also of great importance for the critical cultivation and improvement of the Vernacular languages of India,

259. In the case of almost all oriental institutions, attempts have been made to combine a good general education with the special or oriental studies. In some instances success seems to have followed the attempt; in others the oriental element seems to have been entirely or practically extinguished.

260. The *Bengal* oriental institutions are the Sanscrit College in Calcutta, the College of Mahomed Moshim at Hooghly, and the Mahomedan Madrissa in Calcutta. The old Hindoo College no longer exists, as it has been merged in the Presidency College.

Sanscrit College.

261. In the matter of reform, the Sanscrit College presented the easiest field of operations, for it was supported entirely by Government without any specific assignment of funds, and consequently without any obligation, actual or implied, for the maintenance of a particular organization. The college was founded in 1824, and at first Sanscrit was studied exclusively, with restrictions as to the caste of the pupils allowed to enter it. When the old Hindoo College was broken up, its sister institution, the Sanscrit College, was allowed to stand. The Government of Bengal, in its letter to the Council of Education of the 21st October 1853, intimated, as a sort of solace to the Native managers of the former institution, that "the Sanscrit College shall be maintained by the Government exactly as it is." In March 1859, however, the Director of Public Instruction (Mr. Young) pointed out to the Bengal Government the following defects in the condition of the institution, *viz.* :—

1st.—It has not been brought within the influence of the University, and, under its present constitution, it is not likely to be able to send up any candidates to the University for degrees.

2nd.—It occupies an isolated position as regards other institutions; there is no interchange of advantages, no emulation of teachers or pupils between it and other schools or colleges.

3rd.—Its examinations, awards of scholarships, &c., are all managed within itself, and so managed as to excite little interest, and command little confidence, among the outside public.

4th.—It is still that "compound of a college and a dame's school" which the other colleges were a few years ago, but *are* no longer.

5th.—It devotes to the teaching of obsolete Science and Philosophy much time which would be better given to subjects of more practical utility.

262. The re-organization which followed the above representation left the Sanscrit College on precisely the same footing as any ordinary Government college, with its attached collegiate school, with the following exceptions, *viz.* :—

(1).—Sanscrit is taught in all the classes both of the school and college. Sanscrit, in fact, occupies in the school department the same position as Greek does in a public school in England, the standard in Sanscrit being much higher than the ordinary class standard in the University, just as the standard in Greek in the 6th form at Eton is much higher than is required for a Pass Degree at Oxford or

Cambridge. Before passing their University Entrance Examination, the school boys read in Sanscrit far beyond the B. A. requirements; and they continue their higher Sanscrit studies between the Entrance and First Arts Examination, so that they are in a position to pass the M. B. Sanscrit Examination one year after passing the B. A.

(2).—There are special encouragements to the study of Sanscrit in the way of Sanscrit scholarships. The fee rate in both school and college classes is not high (Rs. 3 per mensem), and in the school department the sons of *bonâ fide* pundits, to the number of 100, are admitted on payment of a reduced fee of one rupee.

263. A full description of the changes introduced in the Sanscrit College will be found in the report of the institution contained in the Appendix of the Bengal Education Report for 1863-64, and in a letter from the Principal to the Government of Bengal, No. 44, dated the 8th April 1864. The institution is reported to have been brought "into complete harmony with the University Course." In 1865-66 there were 266 students in the school department, and 20 in the college department.

Hooghly College and Calcutta Madrissa.

264. The Hooghly College is the next on the list, and as its history and that of the Calcutta Madrissa are in most respects similar, I shall treat of them together. The Hooghly College was founded in 1836, and is mainly supported from funds bequeathed by Mahomed Moshim, a wealthy Mahomedan gentleman, who, dying without heirs in the year 1806, left his large property, yielding an annual income of Rs. 45,000, to Mahomedan trustees "for the service of God." Owing to the misappropriation of the funds, Government assumed the office of trusteeship. The right of assumption was opposed by the original trustees, but upheld both by the Courts in India and by the Privy Council in England. The period of litigation extended over many years, during which the annual income accumulated, forming a surplus fund of Rs. 8,61,100. This fund was devoted to founding and endowing the Hooghly College. It was further increased by a portion of the original zemindaree and by the lapse of various pensions with which the estate had been burdened.

265. The Calcutta Madrissa, as stated in a Minute by the Lieutenant Governor of Bengal, dated the 15th September 1858, was founded by Governor General Hastings in 1781, in order to give to Mahomedan students "a considerable degree of erudition in the Persian and Arabic languages, and in the complicated system of laws founded on the tenets of their religion," so as to enable them "to discharge with credit the functions and duties of the Criminal Courts of Judicature, and many of the most important branches of the Police, which it had (in 1781) been deemed expedient to continue in the hands of Mahomedan officers." In a recent letter addressed by the Principal of the Calcutta Madrissa to the Director of Public Instruction (No. 592, dated 22nd October 1864), it has been claimed on behalf of the institution that the Government is merely in the position of a trustee for the

endowment, and that it is just as much bound to administer those funds for the special objects originally contemplated, as in the case of the sister institution at Hooghly. Major Lees' arguments on this point are given in the note* at foot.

266. Up to 1820 the Calcutta Madrissa was under the uncontrolled management of Mahomedan professors, and as a consequence the studies had become nominal, and its ample annual resources had been "dissapated† among the superior and subordinate drones of the establishment." The institution was then (1820) placed under English superintendence, but the system of

† Lushington's Report of 1821.

* 40.—The Madrissa was founded in 1780 by the then Governor General, Warren Hastings. Though old for a Government educational institution, it is not yet so old that one would expect to find its origin lost in antiquity. Yet such would here really appear to be the case. The Education Department seem to look upon it as purely a Government institution. The Mahomedans, on the other hand, have always maintained that it belongs to them, being a bequest made to their community by Warren Hastings from his private property; and they have often spoken of the Madrissa Mehal, or Board lands of College, of the which no one now appears to know the whereabouts. Within the last few days, however, I have read the record of the institution as compiled by Mr. Fisher in the Appendix to the Parliamentary Report in 1832, and it would appear that both these suppositions are equally erroneous. The institution, it is true, was originally founded by Warren Hastings, and maintained by him at his own cost for a short time; but finding it beyond his means to do all that he desired, he subsequently recommended that he should be paid back all he had expended, and that the institution should be endowed by a grant of certain villages, and "that the lands appropriated for the maintenance of the Madrissa be delivered over to the charge of the said superior or guardian, and the jumma of them *separated from the public revenues.*" This recommendation was confirmed by the Board, or the then Council of India. Certain lands and villages were assigned for the support of the institution in the 24-Pergunnahs, and a *sunnud* made out for them in the name of the preceptor or principal. These lands were called the "Madrissa Mehal." A claim, however, was afterwards set up to them by the Rajah of Nuddea, which was considered good, and it would appear that, for some time, the preceptor held them under the Rajah. The revenues, however, fell off, and in 1819 a question arose as to the liability of Government,—the Committee of the Madrissa claiming on behalf of the institution the full amount of the rental of the lands when granted, or Rs. 29,000 per annum. "To that amount (or even Rs. 30,000)," said the Committee, "Mr. Shore considered the Government chargeable for the expenses of the Madrissa, whether, as he expresses himself, "the farmer (of the benefice lands) made good his payment or not." The orders of the Governor General on this claim were as follows:—that "the expenses of the institution having fallen below the funds appropriated for its support,"—consequently, on a strict balancing of account between the institution and Government, a considerable sum would be found due to the institution. His Lordship does not, however, think it necessary to go into a minute examination of these details, but is pleased to resolve that the revenue of the Madrissa shall, for the future, be taken at sicca Rs. 30,000 per annum (=Company's Rs. 31,875).

41.—It would seem from the foregoing that, if the Mahomedans are wrong in one respect, they are right in the main point, *viz.*, the endowment of the institution, and no doubt, had the lands remained attached to the college till this date, its revenue now would be double Rs. 30,000 per annum, as has been the case with many of the Royally endowed schools of England. The Mahomedan view of the case was confirmed by the orders of the Court of Directors of 1841, and confirmed again by the despatch of the Secretary of State of 28th February 1861, in which those orders were republished. Of this endowment, then, the Mahomedans cannot with justice be deprived, and the institution, therefore, costs the Government little or nothing, it has been in the enjoyment of this endowment now for nearly a century; the Mahomedans are proud of the institution; they send their children to it from many distant parts of Bengal, and it has conferred on them very great benefits.

tuition remained much the same, being described so late as 1850 by Dr. Sprenger, the Principal, in the following terms :—

The system is, in fact, precisely the same as the one which was in vogue in Europe during the darkest ages, and it produces the same results. The sophistries of dialectics learned in a sacred language puff up the professors with conceit, render them hostile to every thing practical or founded on experience, and extinguish in them the sense of art and beauty, and blunt the sentiment of equity and morality.

267. The history of the Hooghly Madrissa up to 1850 had been of much the same character; and hence it was that, in the educational reforms which took place between that year and 1854, both of these Mahomedan institutions were re-modelled. In both of them a junior or Anglo-Persian department was created, the senior or Arabic department being made quite distinct and separate. In the latter department a more modern and rational system of instruction in the Arabic language and in the principles of Mahomedan Law was substituted for the antiquated and faulty system of the Indian Moulvies, and the teaching of false physical science was altogether prohibited.

268. In both cases the Anglo-Persian or General departments have flourished, while the special or Arabic departments have languished.

269. In the Hooghly institution the Anglo-Persian department was merged in a collegiate institution, with school and college departments like other Mofussil colleges. The institution was affiliated in 1857. The Anglo-Persian department of the Calcutta institution has only recently been affiliated to the University, and that only as educating up to the First Arts standard. It is noticeable, however, that the Hooghly College and Collegiate School appear to have been completely monopolized by Hindoos to the almost entire exclusion of Mahomedans.

The distribution of pupils for 1865-66 was as follows :—

	Pupils in 1865-66.			
	Hindoos.	Mahomedans.	Others.	Total.
Hooghly College	133	6	2	141
Hooghly Collegiate School	236	43	8	286

Considering that these departments were supported in the year under notice, to the extent of Rs. 45,407, from the "proceeds of endowment," it may be a question whether the funds bequeathed by a Mahomedan, however usefully employed, are being expended in a manner consistent with the special object for which they are held in trust. It is true that, while the fee rates are Rs. 2-8 and Rs. 3 in the school, and Rs. 4 and Rs. 5 in the college, Mahomedans are admitted both in the school and in the college at the reduced rate of 1 Rupee; but the results seem to show that, even with this privilege, the arrangements are not such as to maintain the original character of the institution as one designed specially for the education of Mahomedans. In the Anglo-Persian department of the Calcutta Madrissa all the students (238) are Mahomedans, none but such being eligible for admission. The fee rate is 1 Rupee.

270. I have already said that the special or Arabic departments have languished. The following account of them is extracted from the Bengal Education Report of 1863-64:—

There are two Government Madrissas or Arabic Colleges—the Calcutta Madrissa, to which is attached an Anglo-Persian School; and the Hooghly Madrissa, which, as already stated, is a department of the College of Mahomed Moshim. The course of instruction in both is exclusively Arabic, and Mahomedans alone are admitted. The students are required to possess some knowledge of the elements of Arabic before admission, but no other test of education is required; and few of them have learnt more than is ordinarily acquired from the private teaching of Mahomedan Moulvies. The course of instruction extends over five years, and comprises grammar, literature, rhetoric, logic, and law. Mahomedan Law, and, as a necessary consequence, Mahomedan Theology, constitutes in reality the staple study of the classes; and the two institutions may be regarded as purely professional seminaries engaged in the training of moulvies, moollahs, cazis, and the like, for the supply of the social and religious needs which the creed of Islam imposes on its votaries. In the Calcutta Madrissa there are 12 senior scholarships,—4 of Rs. 20 a month, and 8 of Rs. 15, available for the 1st and 2nd classes; and 16 senior scholarships, of Rs. 8 a month, for the 3rd and 4th classes. For the corresponding classes in the Hooghly Madrissa, there are 14 senior scholarships—2 of Rs. 50, 4 of Rs. 20, and 8 of Rs. 15; and 16 junior scholarships of Rs. 8. These institutions are not affiliated to the University,—their course of study having no affinity with that prescribed by the University Regulations; but, as a special case, the rules for the award of the (English) junior scholarships have recently been so far relaxed as to allow the junior scholars from the Anglo-Persian department of the Calcutta Madrissa to hold their scholarships in the Arabic department, provision being made for the simultaneous prosecution of their Arabic and English studies, with the view of enabling them to reach the standard of the First Arts Examination of the University. With the present Arabic course, however, the arrangement must fail of its object, as sufficient time cannot be given to English studies.

271. The Reports for 1864-65 and 1865-66 represent the condition of these institutions as unaltered. "They show," writes the Director of Public Instruction in his last-mentioned Report, "but feeble signs of vitality, and under present arrangements little is to be expected of them."

The returns for the last three years are as follows:—

	Calcutta Madrissa.		*Hooghly Madrissa.*	
	Number of Students.	Expenditure. Rs.	Number of Students.	Expenditure. Rs.
1863-64	108	17,937	23	5,448
1864-65	89	17,317	21	5,169
1865-66	72	16,389	19	3,009

The monthly fee is only 8 annas.

272. In his Minute of 1858 the Lieutenant Governor of Bengal recommended the abolition of the Calcutta Madrissa; but the Government of India determined otherwise, as will be seen from the following extract from the orders of 2nd July 1860:—

Para. 6.—I am desired to state that the Governor General in Council, having carefully considered the case, does not think that the arguments advanced by the late Lieutenant Governor for the abolition of the Calcutta Madrissa are tenable on grounds of sound policy, neither is he at all able to concur in His Honor's estimate of the value of the institution.

* * * * * * * * *

12.—Upon the whole, I am directed to state that the Government of India feels confident that the right and most advantageous course will be to continue to act in the spirit of the reforms of 1854; to do this carefully and not hastily; and to give to the Principal, with this view, all the authority which he ought to possess, and which he will be able to exercise with the best effect, under the advice and control of the present Lieutenant Governor, who himself had a large share in settling the measures which were adopted for the reformation of this institution in 1854.

273. The Secretary of State, in reviewing the above orders, remarked as follows:—

Para. 5.—I agree with your Government that it is not necessary to afford any artificial encouragement to the study of the Arabic language by giving it an undue preference over English or Persian; and I must beg that the remarks in the despatch of the late Court of Directors of the 20th January 1841 may be borne in mind, and that the scholarships in the Madrissa be only given as the reward of merit, and that their continuance to particular students be dependent on good conduct and continued industry, to be tested by periodical examinations.

6.—As the arrangements now sanctioned must be considered to be, in some degree, experimental, a special report as to their operation and result must be submitted after a period not exceeding two years from the date of your order of July last.

No special report has yet been submitted.

274. I find, however, that in June 1864 the Bengal Government instituted an enquiry on the following points, *viz.*:—

(1).—Whether, by the adoption of some such plan as that introduced in the Sanscrit College, the present system of instruction in Arabic in the Calcutta Madrissa might not be amended and combined with instruction in English.

(2).—Whether such a measure would not bring the institution into harmony with the University system, and remove the objections at present felt by the Syndicate to its affiliation.

(3).—Whether it will not at the same time be carrying into effect those reforms which the Government of India and the Secretary of State have uniformly insisted on.

275. Respecting these enquiries, the Principal of the Calcutta Madrissa wrote a long Report, dated 22nd October 1864, objecting altogether to the proposed remodelment,—maintaining that, under existing arrangements, considerable progress had been made towards realizing the objects of Government, and giving the following opinion, *viz.*:—

If the principles laid down in the despatches of the late Hon'ble the Court of Directors of 1854, and the Right Hon'ble the Secretary of State of 1859, are to be upheld, the course, in regard to the oriental classical languages, which is clearly indicated in those despatches,* is the institution of a special Faculty in the University for them, and placing the special oriental colleges on the footing of the Medical and Civil Engineering, or any other special colleges that are, or may hereafter be, founded,—a course which, while it would not prevent the introduction into the colleges and schools for the general education of the people of such moderate amount of instruction, in the grammar and construction of the Arabic and Sanscrit languages, as is absolutely necessary for the acquirement of a classical or more critical knowledge of the Vernaculars, would, on the other hand, ensure that all students, graduating in either Arabic or Sanscrit, should possess a knowledge of English equal to that possessed by all graduates in Medicine and Civil Engineering,—a knowledge, we may assume, sufficient for all practical purposes.

* *Vide* Court's Despatch of 1854, paragraphs 30, 31 and 32.

276. The Director of Public Instruction, however, did not agree with the Principal of the Calcutta Madrissa, and forwarded his Report to the Government of Bengal, with the following recommendation, *viz.*:—

Para. 10.—I recommend, therefore, that the course of studies in the school department of the Madrissa be at once framed on the same plain as that of the Sanscrit College,—Arabic taking the place of Sanscrit, with the addition of Persian as an optional subject, that a college department be added to this department, in order to educate the students up to the Pass Degrees in Arts, while they enjoy facilities for keeping up their Arabic studies with the obtaining Arabic honors if they so desire; and, finally, that the present Arabic seminary be gradually allowed to die out.

277. Proposals of a similar kind were, Mr. Atkinson informs me, made by him in 1860 for re-organizing the Hooghly Madrissa.

278. No orders have yet, however, been passed in either case.

279. In the *North-Western Provinces*, the Agra and Benares Colleges were originally purely oriental colleges.

280. The Agra College no longer stands in that list, as will be seen from the following extract from the Education Report of 1859-60, containing the substance of a recommendation made by the Director of Public Instruction and approved by the Government, North-Western Provinces:—

The Government should proceed on the principle of providing the people with what they cannot get elsewhere, or at least of so good a quality. In this category instruction in the English language, and the study of English Literature and European Science may be included. But Arabic and Persian studies may be pursued as well outside as within the college walls. It may be said, and with truth, that some knowledge of Arabic and of Persian Grammar is essential to form a good Urdu scholar. Arabic and Persian Grammar should form part of the Urdu course, so also the most popular Persian works, *e. g.*, the Gulistan and Bostan. But I advocate the abolition of a *separate* Arabic and Persian department. Let every student who attends our colleges and high schools learn English. This should be a *sine qua non.* Mr. Fallon very justly remarks that the oriental student is not brought under the influence of the European master; his moral education at the government school under the moulovee is not a whit better than it would be under a common *miyanji.* The admixture of English and oriental students is injurious to the former. I believe that the abolition of the purely oriental department, while it might for a time decrease the number of students, would bring many boys into the English classes.

281. The following brief history of the Agra College is given in the Calcutta University Calendar for 1866-67:—

Agra College is partly supported by Government, and is under the control of the Director of Public Instruction, North-Western Provinces. It was established by the direction of the General Committee of Public Instruction in 1823-24, and placed under the superintendence of a Local Committee, consisting of the Government officials of the place, with a paid Secretary, who also acted as overseer of the institution.

It was opened to all classes of the population, and "was designed to diffuse more widely than Native schools the possession of useful knowledge, to give a command of the language of ordinary life, and of official business—to teach, principally, Hindee and Persian, with the Native mode of keeping accounts (Leelavattee), and to have instruction in Sanscrit and Arabic. It was not designed to impart an elementary education: the pupils were expected to have made considerable progress before their admission."

Separate teachers of Sanscrit, Hindee, Persian, and Arabic were appointed. All were taught gratuitously, and more than two-thirds of the whole received stipendiary allowances.

Subsequently, in successive years, the introduction of new subjects, and the addition of new teachers gradually changed the character of the institution, from that of a purely oriental school to that of an Anglo-Vernacular college, with upper and lower departments of study, having a principal, and containing (1862) no pupil who does not study English with Urdu or Hindee.

ENDOWMENTS, &C.

This college is endowed by a fund in the districts of Agra and Allyghur, amounting to about a lakh and a half of rupees, from villages formerly held by Gungadhur Pundit, (who held his jagir, under educational services, from a late Rajah of Gwalior), the interest of which fund and the annual collection from the villages exceeded 20,000 rupees. To this have been added, from time to time, by Government, additional allowances for teachers, scholarships, &c., both sources of revenue amounting annually to about 35,000 rupees. There are also scholarships endowed by various private benefactors, amounting to Rs. 100 a month.

282. The Benares College is thus briefly described in the same Calendar :—

The Benares Sanscrit College was founded by Government in 1791, for the cultivation of the language, literature, and (as inseparably connected with these) the religion of the Hindus. In 1830 an English institution was established, distinct from the Sanscrit College at first, but incorporated with it in 1853.

The continued existence of the special Sanscrit element in the Benares College would seem to be viewed by the Director of Public Instruction as a practical failure, as may be gathered from the following extracts from his Reports :—

(REPORT OF 1862-63.)

Para. 24.—On the Sanscrit department, Mr. Griffith remarks—"There has been, I am willing to think, considerable improvement in the Sanscrit College during the year under review. Several reforms have been introduced and found to work well, but the college is still looked upon with affection by the orthodox Hindu as the nurse of his sacred language, literature and philosophy, for the preservation of which it was established under the auspices of a liberal and enlightened Governor. The pupils have been more regular in their attendance, and the pundits have taught classes at once instead of single students. The results of the examination have been more satisfactory than usual." The first two classes in this department have likewise made a marked advance in the knowledge of English.

25.—There are 124 students in the Sanscrit department, 52 of whom received stipendiary allowances of from Rs. 2 to 16 per mensem. This part of the college may, indeed, well be looked upon with affection by the orthodox Hindu. The State not only pays him to study his own sacred literature, but finds him the best guides and teachers that can be had, and supplies him with the comforts of a roomy building, where he can pore over his Shastirs and bewilder himself with the philosophy of his ancestors. The philological study of Sanscrit, and its affinities with other languages as throwing light on the history of antiquity, which is the chief incentive to its study in the eyes of the European scholar, is not attempted by these votaries of Hindu learning, who regard the language as holy, and its literature as holy, and imagine themselves to be sanctified by its study. This religious indulgence costs the State about Rs. 22,800 a year. Surely the wealthy inhabitants of Benares might maintain their own patshala, which, if well conducted,

would be eligible to receive a grant-in-aid from the State purse, just like any other missionary or religious institution. The philological study of Sanscrit is doubtless deserving of direct encouragement. This would be best effected by an offer on the part of Government of free quarters and tuition in Sanscrit to all scholars from European nations, who wished for an opportunity of studying the language at the probable scene of its currency as a living tongue.

26.—Last year "the chair of Vedenta," a kind of theological professorship, was, on the death of the pundit who held it, abolished. Other salutary alterations, such as the addition of English teachers to the staff, were carried out, and a European scholar will be placed in charge of the department under the orders of the Principal. Such changes are regarded unfavorably by the pundits of Benares as innovations, the tendency of which is to diminish the paramount importance of the sacred language. Whether the study or the preservation of the sacred language be of importance to Her Majesty's Government or not, educationally speaking, the Sanscrit Department of the Benares College is, from its very constitution, the least satisfactory part of the system of public instruction administered in these provinces.

(REPORT OF 1863-64.)

Para. 16.—The Principal reports—"In the year under review there were 100 students in the Sanscrit College. Two general examinations were held in July and December. In the 1st Poetry class, 5 students were considered worthy of prizes; in the 1st Grammar class, 7. Ten students in the 2nd Grammar class, 1 in the 1st Nyaya class, 2 in the 2nd Nyaya class, 2 in the 1st Mathematical class, and 1 in the 2nd; 8 in the 1st Sunkhya class, and 5 in the 2nd, were considered worthy both of scholarships and prizes. The progress made during the year in the Sanscrit College is not unsatisfactory." From this statement, which is the sum total of the Principal's report on the Sanscrit College, it will be seen that 29 *per cent.* of the Sanscrit students are scholarship-holders. The number of scholarship-holders in the English department of the college is 7½ per cent., but the holdings are more valuable.

17.—The results of the study of Sanscrit at the Benares College hardly yet come up to the expectation of its founders, which was that "the genius of the more erudite alumni of our oriental colleges would be in time so far developed as to induce a comparison between the systems and the interpretations of ancient India and modern Europe." So far as this goes, the horizon of the future is still peopled with shadows in the clouds. The G. O. on the educational report of 1848-49 mentioned "the *endeavour* to work upon the minds of the Sanscrit students through the medium of their own literature;" in 1849-50, it remarked "the *expectation* of important results from the system pursued;" in 1850-51, "the *preparation* of various works connected with the Sanscrit language and philosophy;" in 1851-52, "the unabated *efforts* to impart knowledge and enlightenment to the learned classes of the Hindoos." But at this date I am unable to discover that the "erudite alumni" have worked any good in their day and generation. Even if Sanscrit be regarded as the parent stock from which the Vernaculars of India gather vigor of expression, it does not appear that the study of Sanscrit now has any appreciable effect on the Vernaculars of the North-Western Provinces, or that it has been a spur to literary enterprise. "During the 1st quarter of 1863 only three new books were published at Benares. One of these was an Almanac; another extracts from the *Qoran*, for beginners; and the other a book of Poetry, composed a long time ago by the grandmother of the Joint Inspector. No new books were published in the 2nd quarter, and only two during the 3rd and 4th."

It is a pleasure to report progress, and the realization of well-considered plans, but it is none the less my duty to point out failure and disappointment; and surely it is hopeless to look for valuable results from a system of teaching in which (to use the words of an able essayist on this subject in 1853) "the teachers' functions are transacted upon the principle that the theories which he expounds claim, both

from himself and his disciples, the most exact submission and implicit credence: that upon them all the offices of reason and of judgment must be abandoned, and that beyond them every motive to investigation ceases. The extremest evils, both of lethargy and superciliousness, become inevitable."

283. In *Madras* the only oriental institution is the Madrissa-i-Azam. The following extract from the Education Report of 1858-59 refers to a re-organization carried out in that year:—

Arrangements were made during the past year for re-organizing the Madrissa-i-Azam, an institution which was established by the late Nawab of the Carnatic for the instruction of the Mahomedan population of Triplicane, and which has been adopted as a Government institution. It was found, on inspection, to be in a very inefficient condition; the attendance, though large, was extremely irregular, seldom exceeding one-half of the number of pupils nominally on the rolls. The amount of useful instruction imparted was extremely limited. The business of the institution, like that of its name-sake at Calcutta, was teaching the Arabic and Persian languages, and the doctrines of the Mahomedan religion. All this has been altered. An efficient master has been placed at the head of the school; and the teachers generally have been replaced by more competent men, only two of the former staff having been retained. The course of instruction has been arranged on the model of that prescribed for the other Government schools; Hindoostani being made the medium of instruction in the lower classes, and English in the higher, and English being taught in all. The institution was opened on its new footing on the 1st May last; and, notwithstanding the enforcement of a more strict system of discipline, and alterations in the course of instruction, which are naturally distasteful to the Mahomedans, the number of pupils has already risen to 240, who attend with very tolerable regularity.

284. In pointing out the difficulties attending the working of this institution, the Director of Public Instruction made the following remarks in his Report of 1863-64:—

The difficulties attendant upon Mussulman education are much greater than those pertaining to the instruction of Hindoos; one of the principal is the advanced age at which Mahomedan lads commence their studies, another is the number of languages of which it is either necessary or desirable for them to obtain a knowledge. When a foreign language has to be acquired, its study should be commenced in early youth. In the case of the Mussulmans, however, this is not done, and the consequence is the obstacles in the way of success are greatly multiplied. Also, while a Hindoo has only English and a single Vernacular to master, a Mahomedan youth attempts to combine the study of English, Tamil, or Telugu, Hindoostanee and Persian. Having regard to the circumstances mentioned, the progress of the Madrissa may be termed decidedly satisfactory; although, compared with the best among the zillah schools, it necessarily takes a rather low position.

285. The same difficulties exist still; but on the whole the institution seems, if any thing, to be gaining ground, if we may judge from the following figures:—

	Pupils.	Number of students of the institution who passed the Matriculation Examination.
1863-64	238	2
1864-65	229	3
1865-66	297	3

286. The following remarks regarding the institution are taken from the Education Report of 1865-66:—

The Madrissa-i-Azam, which is an institution for Mussulman lads alone, ranks with zillah schools, and is commonly included in their number. The results of the Inspector's examination were not altogether favorable; and the numerical weakness

of the senior classes, which involved as a consequence the expenditure of the labor of the senior and best paid teachers upon a comparatively small number of boys, was a matter for regret. At the same time, in trying to raise the standard, a weak class has often to be allowed to exist temporarily; what is requisite is that, if the standard aimed at be found too high for the circumstances of the case, a lower one should be adopted. I trust, however, that the progress of Mussulman education will be such as to prevent any lowering of the standard aimed at in the Madrissa. From this institution, 6 pupils went up to the Matriculation Examination, of whom 3 passed.

287. In *Bombay* the Poona College was originally a Brahmin College for the cultivation of the study of Sanscrit. I may repeat here the account of it already given under the general head of colleges:—

On the occupation of the Deccan by the British Government in 1818, it was found that a certain portion of the revenues of the Maratha State had been yearly set apart for pensions and presents to Brahmins (Dakshina). To prevent hardship and disappointment, and to fulfil the implied obligations of the new rulers, the British Government continued these payments; but as the pensions and allowances fell in, they resolved, while maintaining the same total expenditure, under the name of the Dakshina Fund, to devote a portion of it to a more permanently useful end, in the encouragement of such kind of learning as the Brahmins were willing to cultivate. With this view the Poona College was founded in 1821 as a Sanscrit College, exclusively for Brahmins.

In 1837 some branches of Hindoo learning were dropped; the study of the Vernacular and of English was introduced, and the college was opened to all classes; and, after having been amalgamated with the English school in 1851, it arose in its present form in 1857, by a separation of the college division from the school division. From another portion of the Dakshina Fund, Dakshina Fellowships have been founded, of which four, *viz.*, 1 Senior Fellowship of Rs. 100 per mensem, and 3 Junior Fellowships, each of Rs. 50 per mensem, are attached to the college.

288. The following remarks respecting the Sanscrit branch of the Poona College are taken from Mr. Howard's pamphlet of 1865. They relate to the comparatively recent re-organizations carried out:—

The "Sanscrit department" was marked for a root and branch reform.

*   *   *   *   *   *

I have mentioned the Sanscrit department of Poona College. This consisted of a crowd of half naked Brahmins, mostly beggars, taught by pundits on the indigenous system. The pupils were either stipendiary scholars or free. They learned nothing but Sanscrit, and that not well. Most of them became priests after leaving college. Their teachers the "Shastrees" were ignorant of all human knowledge save the "Shastra" professed by them. They were also arrogant and obstructive. They had as little notion of order or discipline as they had of literature or science. No learned book, or philological tract, or critical reprint ever proceeded from Poona College. When a descriptive catalogue of the Sanscrit manuscripts in the library was asked for, the Shastrees simply confessed that they did not know how to make one. After some hesitation, it was resolved to abolish a department which seemed a standing protest against all the other reforms introduced into Poona College. The remaining pupils were merged in the "English" department, and the Shastrees were bid to teach Sanscrit to all comers in the college and school. They refused to instruct in the sacred language any but Brahmins, and were put on half pay. A Native of liberal ideas and European knowledge was set to direct the Sanscrit studies, which henceforward were to be pursued not in the spirit of Brahminical theology, but as a branch of general learning. Finally, in the following year, a German Orientalist was brought from Europe as permanent Professor of Sanscrit.

Dr. Martin Haug, known chiefly by his researches in Zoroastrian antiquities, came to India in November 1859, and at once joined the college at Poona. He has the honor of organizing, almost of creating, a genuine study of Sanscrit in Western India. His original investigations into Vedic and Zend antiquity, carried on side by side with his teaching, give him importance among even the pundits and the dasturs. The English bred Natives gladly accepted the methods of scientific philology. Among Dr. Haug's pupils are men who combine the accumulated knowledge of the pundits with the critical acumen of the European philologist. One of these scholars, a Maratha Brahmin, in 1863 took University honors in "Languages" of which one was Sanscrit, the second being English.

In February 1863 another learned German, Dr. George Bühler, was appointed Sanscrit professor in Elphinstone College. Previously the Duxina Fellows and a Shastree had taken the Sanscrit classes in this class.

Sanscrit is now taught in the Vernacular colleges and many schools, English and Vernacular. I believe that the Hindoos are much gratified by finding their ancient language again in honor. A reflex result has been to diffuse a taste for Sanscrit among the people of Western India. I have before me a rather remarkable proof of this result. In the last monthly catalogue of oriental literature on sale at a London publisher's, I find a list of 46 Sanscrit works all printed in India. Of these 25 come from Calcutta, Benares, and other places, and all the rest from either Bombay or Poona.

289. The following account of the spread of the study of Sanscrit in Bombay is taken from the Director's Report for 1865-66 :—

Great impulse has been given of late to the study of Sanscrit in this presidency—1*stly*, by the excellent professors of the language in Elphinstone and Poona Colleges ; 2*ndly*, by the University rule requiring this or some other classical language to be brought up for the Arts Examinations ; 3*rdly*, by the foundation of the Bhugwandass Purshotumdass Sanscrit Scholarship for Bachelors of Arts ; 4*thly*, by the publication of a First Sanscrit Book by Mr. Ramkrishna Gopal Bhandarkar, M. A.; 5*thly*, by the liberality of Mr. Vinayakrao Sunkersett, who has recently founded two annual Sanscrit scholarships, styled, in honor of his late father's memory, the Juggonath Sunkersett Scholarships, which are to be contended for in connection with the University Matriculation examination. Soon every high school in this department will be a school for Sanscrit scholarship. And this will be a great advantage, for Sanscrit studied according to the European method, and in conjunction with English, cannot fail to strengthen the minds of Native students.

In connection with this subject, I beg to call attention to a letter from Professors Bühler and Kielham (subjoined in Appendix H, page 196), proposing a series of Sanscrit Classics to be brought out by themselves and by Native Sanscritists under their superintendence. This excellent proposal is now being carried out, and it will, I trust, result in furnishing us with good and cheap texts of Sanscrit Classics to be used in our high schools and colleges, and possibly to be adopted by educational institutions elsewhere.

290. Before passing from this subject, I may refer to the movement which recently took place in the Punjab, on the part of the Native nobility and gentry of Lahore, towards the introduction of a scheme for encouraging and directing the progress of oriental literature and science. The best reference to the movement in question will be an extract from the reply of the Lieutenant Governor (Sir Donald McLeod) to the address of the Native nobility. The reply was given in February 1866, and the following extract will show something of its nature :—

It is with no ordinary satisfaction that I have received from the hands of Dr. Leitner your address regarding the scheme which you have devised, and have partially set on foot, for encouraging and directing in this province the progress

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of oriental literature and science, and the spread of knowledge through the Vernaculars—I have felt greatly gratified to find that the few words addressed by me to the Director of Public Instruction have been taken up, and the views which I urged in them expanded by you, with an earnestness and cordiality which I had no right to expect for them. Your learned and truly sympathizing friend and adviser, who has come some hundreds of miles to deliver your address and communicate your feelings and desires, has had the benefits, not only of drawing largely from the founts of European knowledge, but of mixing much and freely with oriental races in other lands, whereby he has been enabled to discriminate all that is calculated to be unsuitable or distasteful to you, from what may be turned to good account, and likely to prove, if judiciously worked out, of the highest value. I feel very grateful to him for having thus apprehended, and pointed out to you the way, and to you for having thus far so generously and so heartily followed it.

Some among you may doubtless be aware, though all of you cannot be so, that in 1835 A. D., under the auspices of Lord William Bentinck, the Governor-General of India, the rules and principles to be followed by Government and its Officers, in the work of education, were placed on a new basis. Amongst those who were the main advisers and promoters of this measure, are to be found the names of Macaulay, Trevelyan, Duff, and others well-known as amongst the most enlightened and earnest friends of the Natives of Hindoostan. Dissatisfaction was justly felt and avowed by them at the meagre results which had previously been attained by efforts made to convey instruction to the people through the languages of the country ; and it was determined that thenceforth the English language should be chiefly relied on as the means of imparting to our subjects in this land the knowledge of the West.

Up to that time no serious effort had been made to employ those languages as a medium for imparting the knowledge which European nations most value, so that it is no matter for surprise that such dissatisfaction should have been felt. But there were at the time not a few who were of opinion that the scheme of education then determined upon was too exclusive, as well as practically ungenerous, from omitting and decrying all that you value the most. And although great progress has undoubtedly been made since then, many distinguished and enlightened scholars have been raised from amongst your countrymen, and the desire for education has greatly increased on every hand, there are now a still larger number amongst us, and I must avow myself to be one of this number, who consider that the results which have been attained show that opinion to have been correct, inasmuch as notwithstanding some brilliant exceptions, the great bulk of our scholars never attain more than a very superficial knowledge, either of English or of the subjects they study in that language, while the mental training imparted is, as a general rule, of a purely imitative character ill calculated to raise the nation to habits of vigorous or independent thought.

It appears indeed evident that, to impart knowledge in a foreign tongue must of necessity greatly increase the difficulties of education. In England, where the Latin and Greek languages are considered an essential part of a polite education, all general instruction is conveyed, not in those languages, but in the vernacular of the country ; and it seems difficult to assign a sufficient reason why a different principle should be acted upon here. It was doubtless hoped, by the eminent men who inaugurated the revised arrangements, that as youths were sent forth from our collegiate institutions, thoroughly imbued with a taste for the literature, science, and art of other lands and gifted with superior attainments in these, they would devote themselves to facilitating the path for their fellow-countrymen ; and that a vernacular literature of a superior order would thus spring up. But the necessity for creating such a literature does not appear to have been practically kept in view ; and it is an undoubted fact that, up to the present time, as regards Oordoo and Hindee, the vernacular languages of Upper India, little or no progress has been made towards the attainment of this end. So that your countrymen have as yet no means afforded them of acquiring, in their own languages, some fair portion at least of that knowledge of which such abundant stores exist in the languages of the West.

Nor do I feel at all hopeful that any thing like a vigorous, original, or copious vernacular literature will be produced within our generation, unless very special efforts be made for securing this end. While the system now in force appears to me but ill-adapted for such a purpose, the amount of time which is necessary to devote to the various subjects studied in our schools, where these are taught in the English language, leaves but little time for perfecting our pupils in their knowledge of that language itself. Many parents have complained to me of this as regards their sons; and it cannot be denied, at least as far as this province is concerned, that a really good English scholar is but rarely produced, even from amongst those who have matriculated at the University. Vigorous mental training appears to be but little aimed at; while the youths who are attracted to our schools or colleges, are for the most part those who desire only to qualify themselves for public employ, or to acquire a colloquial knowledge of English, seldom or never including youths of those classes who are used to devote themselves wholly to the cause of learning.

And this brings me to the defect, which I myself more especially deplore, in the system of instruction at present almost exclusively followed, *viz.*, that it has tended, though not intentionally, to alienate from us, in a great measure, the really learned men of your race. Little or nothing has been done to conciliate these, while the literature and science which they most highly value have been virtually ignored. The consequence has been that the men of most cultivated minds amongst our race and yours have remained but too often widely apart, each being unable either to understand or to appreciate the other. And thus we have virtually lost the aid and co-operation of those classes who, I feel assured, afforded by far the best instruments for creating the literature we desire. This is, in my opinion, very much to be lamented; and where a different policy has been pursued by individuals following the bent of their own instincts, and striving to attain a better knowledge of those by whom they are surrounded, I have myself witnessed the most remarkable and gratifying results.

* * * *

I by no means intend, however, by what I have said above that the study of your own classic authors should be your end and sole aim in the educational measures you may devise for your fellow-countrymen; but I desire to direct your attention to their works, because they have been almost wholly overlooked in existing educational schemes, and because I am convinced that, if rightly employed, they will prove a most important addition to the means of mental culture at present employed. I know how deeply you value and revere these, and respond to any appreciation of them by others. I know that they contain much that is of great value, and I know too how admirably adapted many of them are for training the minds of youths to vigorous habits of thought.

* * * * *

I think it premature to discuss at the present time, and in this place, some of the measures urged in your address, such as conferring on your institutions authority to grant diplomas, degrees, &c., and giving the preference for Government employ to those applicants who may be thus distinguished. But as your arrangements become more matured, we may hope that such points will be adjusted in a manner satisfactory to you, and that every reasonable concession will be gladly made by those with whom the power rests. There are, however, a few points to which it is necessary that I advert before concluding this reply.

First.—You request that your principal educational institution, or whatever designation may be ultimately determined for it, may be honored by the patronage of Her Majesty the Queen of England. And on this point, all that I can promise is that so soon as your proceedings shall have become further advanced, and one or more institutions shall have been established on approved principles, I will submit your request for the favorable consideration of the Supreme Government, with a view to its transmission to the Right Honorable the Secretary of State for India, and submission by him, should he deem this fitting, for the

consideration of Her Most Gracious Majesty. The hearty and effective manner in which His Excellency the Viceroy has spontaneously evinced his approval of your project, affords sufficient guarantee that you will have his cordial support, and none of you can doubt with what deep interest Her Majesty regards all that may conduce to the benefit of her Indian subjects.

Secondly.—You request me to secure, as far as possible, the pecuniary aid of Government in the form of an equivalent to the entire amount of donations collected from private parties, and a grant-in-aid equal to the amount of annual subscriptions. The returns which accompany your address show that, at the time of its preparation, donations amounting to Rs. 8,138, and yearly subscriptions aggregating Rs. 7,181 per annum, had been promised. These are large amounts; and as the above include only the subscriptions of His Excellency the Viceroy, and His Highness the Rajah of Kappurthulla, with the contributions of the communities of Lahore and Umritsur, while other localities have already intimated their desire to co-operate, larger sums may be looked for, as your proceedings become more generally known. Whether it will be possible for Government to supplement all the income thus derived from private sources I cannot undertake to say, but I have entered in the Budget for the coming year, on this account, such a sum as it has appeared to me reasonable to propose; and I venture to entertain a confident hope that, for the encouragement of educational efforts so entirely in accordance with the views set forth in the Educational Despatch of 1854, on which all grants-in-aid are based, the Government will gladly concede such amount as the state of the finances may permit, without impairing the direct operations of Government through its own educational institutions.

Lastly.—You urge that the fixed endowment of your institutions may be allowed to take the form of a jaghir, yielding a yearly income equal to the interest of the aggregate donations of the public, with Government equivalent. I am not aware why a jaghir should be preferred as an endowment to an investment in the Promissory Notes of Government, or other suitable securities. The Supreme Government has frequently expressed a strong disinclination to make over to a jaghirdar, who has not heretofore held their lands of which the proprietorship belongs to other parties, and although the same objections might not perhaps exist to conferring a new jaghir on an educational body, which could have no concern with its management, and would simply enjoy the yearly revenues, it is not apparent to me what special advantage could result from such an arrangement, while it might in some respects prove inconvenient to the grantees themselves. If, however, any definite and well considered proposal to this effect be hereafter submitted, I shall be prepared to give it my careful attention.

SECTION VIII.

SCHOLARSHIPS.

291. The system which the Home Government recommended for introduction in 1854 is briefly sketched as follows in the Despatch of that year :—

The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland in 1839, "of connecting the zillah schools with the central colleges, by attaching to the latter scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organized form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior school shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development

which it deserves. The amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connection with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

292. I now proceed to notice the system of scholarships in force in each presidency and province.

Bengal.

293. The Bengal scholarships are open to competition not only to Government but to private institutions, as will be seen from the following extract from the Bengal Report of 1863-64 :—

In Bengal the Government scholarships of every description have, for some years, been thrown open on equal terms to all educational institutions, Government and private, without exception. The removal of all restrictions in the competition for the public rewards of successful study has proved no less beneficial in practice than it is theoretically correct and just in principle, for open competition effectually stimulates emulation among the schools and colleges of all classes, and affords an indisputable test of their comparative efficiency, while it cuts away the grounds for dissatisfaction which private institutions must naturally and reasonably feel when they find themselves debarred from the substantial rewards bestowed on approved proficiency in institutions under Government control. Amongst the various measures adopted for spreading education and improving the character and standard of instruction in schools of all classes, the scholarship system must be regarded as second to none in practical efficacy, and a further extension of it would, I believe, be attended with advantages fully adequate to the consequent outlay."

294. The several grades of scholarships in Bengal are as follows :—

I. *Vernacular Scholarships.*—Of these 225, or about 10 in each district, are annually open to competition among the pupils of vernacular schools who may wish to continue their studies in higher class schools. These scholarships are worth Rs. 4 per mensem, and are tenable for four years in higher class schools. A similar number (225) of scholarships are annually available for such of the pupils of vernacular schools as may wish to qualify themselves as teachers. These scholarships are tenable for one year in normal schools, or in zillah schools, where arrangements can be made for their proper training.

II. *Minor English Scholarships.*—The scholarships mentioned above being restricted to pupils of vernacular schools, it was deemed advisable to offer some similar encouragement to pupils of middle class Anglo-vernacular schools who might wish to continue their studies in higher class schools. To meet this want 200 scholarships of Rs. 5 per mensem each were instituted in 1864-65. Of these 100 are available annually, each scholarship being tenable for two years. They are held in English schools of the higher class, the standard of examination being so fixed that successful candidates should be sufficiently advanced to be able to pass the University Entrance Examination at the expiration of their scholarship term.

III. *Junior Scholarships.*—These are for under-graduates studying for the First Arts Examination. The rules, as revised in February 1865, are given below :—

"One hundred and sixty junior scholarships are open annually to be competed for in the University Entrance Examination by candidates educated in any school in the Lower Provinces of Bengal.

"2. These scholarships are of three grades—10 of the first grade with stipends of Rs. 18 per mensem—50 of the second grade with stipends of Rs. 14 per mensem—and 100 of the third grade with stipends of Rs. 10 per mensem.

"3. With the sanction of the Director of Public Instruction, a junior scholarship may be held at any one of the 'affiliated' colleges which may be selected by the holder.

"4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted, at the end of the first year, by the Principal of his college.

"5. The holder of a junior scholarship in a non-Government institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the college to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his scholarship.

"6. No candidate is eligible who did not study for the last twelve months at least in the school to which he belonged at the time of presenting himself at the Entrance Examination.

"7. The 10 scholarships of the first grade will be awarded to the 10 candidates who obtain the greatest number of marks in the Entrance Examination.

"8. The 50 scholarships of the second grade are reserved for schools situated within the five collegiate circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca—10 scholarships for each circle—and will be awarded to the 10 highest candidates from each who do not gain scholarships of the first grade, provided their names appear in the first division.

The Hooghly Circle includes—
Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapore, and the Province of Orissa.

The Kishnaghur Circle includes—
Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoorah, and Puruliya.

The Berhampore Circle includes—
Moorshedabad, Rajshahye, Maldah, Dinajpur, Darjeeling, and the Province of Behar.

The Dacca Circle includes—
Dacca, Furreedpore, Bograh, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khassia, Mymensing, Rungpur, and Assam.

The Calcutta Circle includes—
The town of Calcutta only.

"9. Fifty scholarships of the third grade are similarly reserved for the five collegiate circles—10 for each circle—and will be awarded to the 10 highest candidates from each who do not gain scholarships of the first or second grade, provided their names appear either in the first division or in the upper half of the second division.

"10. The scholarships not taken up under the two preceding rules by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"11. The remaining 50 scholarships of the third grade will be awarded, at the discretion of the Director of Public Instruction, to candidates who pass the examination, and appear deserving of reward and encouragement, although they may fail to reach the standard prescribed in the foregoing rules.

"12. The holders of scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students, provided always that no scholarship-holder shall be required to pay a higher fee than Rs. 5 per mensem."

IV. *Senior Scholarships.*—These are for under-graduates who have passed the First Arts Examination, and continue their studies for the B. A. Degree."

I give below the present Senior Scholarship Rules :—

"Twenty-four senior scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in colleges affiliated to the University of Calcutta.

"2. These scholarships are of two grades—9 of the first grade with stipends of Rs. 32 per mensem, and 15 of the second grade with stipends of Rs. 27 per mensem.

"3. With the sanction of the Director of Public Instruction, a senior scholarship may be held at any one of the 'affiliated' colleges which may be selected by the holder.

"4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his college.

"5. The holder of a senior scholarship in a non-Government institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the college to which he belongs, and on proof of unsatisfactory progress, may be deprived of his scholarship.

"6. Second-year students alone are eligible, *i. e.*, those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

"7. The 9 scholarships of the first grade are open generally to all 'affiliated' institutions without restriction, and will be awarded to the 9 candidates who obtain the greatest number of marks in the First Examination in Arts.

"8. The 15 scholarships of the second grade are reserved for the 'affiliated' institutions situated within the five collegiate circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca—3 scholarships for each circle—and will be awarded to the 3 highest candidates from each circle who do not gain scholarships of the first grade, provided their names appear in the upper two-thirds of the list of passed candidates, as determined by the marks of the Examiners. No candidate whose place is lower than this will be entitled to claim a scholarship.

The Hooghly Circle includes—

Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapore, and the Province of Orissa.

The Kishnaghur Circle includes—

Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoorah, and Puruliya.

The Berhampore Circle includes—

Moorshedabad, Rajshahye, Maldah, Dinajpur, Darjeeling, and the Province of Behar.

The Dacca Circle includes—

Dacca, Furreedpore, Bograh, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khassia, Mymensing, Rungpur, and Assam.

The Calcutta Circle includes—

The town of Calcutta only.

"9. Scholarships, not taken up under the preceding rule by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"10. The holders of scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students."

295. The rules for senior scholarships will have to be modified in January 1868, when a revised scale of senior scholarships recently sanctioned will come into force. The total number of scholarships is to be increased from 24 to 40, and to be of the following values :—

10 at	Rs.	32
12 at	,,	25
18 at	,,	20

296. Besides the above, there are the "Graduate Scholarships" or Foundation Scholarships of the Presidency College. These appear to be awarded annually. No description of them is given by the Director in his reports, but n 1865-66 7 were awarded to Bachelors of Arts

tenable for one year, on condition of their prosecuting their studies for the M. A. Degree. The average value of them was about Rs. 38 per mensem.

There are also special scholarships for Sanscrit and Arabic and for the Medical College. The following statement of expenditure on scholarships in Bengal is given in the report for 1865-66 :—

				Rs.	
Senior	Scholarships	...	...	16,632	
Junior	,,	...	...	41,880	
Graduate	,,	...	...	3,510	from Local Funds
Arabic	,,	...	...	5,856	
Sanscrit	,,	...	...	4,032	
Minor English	,,	...	...	956	
Vernacular	,,	...	...	28,670	
Medical College	,,	...	...	14,564	
		TOTAL	...	1,16,100	

North-Western Provinces.

297. In the North-Western Provinces, there are two classes of scholarships as follows :—

(1). *Junior Scholarships.*—Rs. 5.600 per annum has been sanctioned for these scholarships. They are worth Rs. 3 each per mensem, and are given to pupils of Tehseelee and Anglo-vernacular schools selected by the Inspectors on condition of their proceeding to one of the boarding-house colleges in the North-Western Provinces to pursue their studies. They appear to be tenable in some cases for three years, and other cases for one year.

(2). *Scholarships for the three upper classes of the schools.*—Their value is from Rs. 4 to Rs. 8 each per mensem. They are awarded on the result of an examination by a Board of Examiners. They appear to be tenable only for one year.

(3). *Senior Scholarships.*—These are for students pursuing their studies in college after passing the Entrance Examination, First Arts Examination, or B. A. Examination. There are no specific rules fixing their number or the period for which they are tenable. They vary in amount from Rs. 10 to Rs. 25. In 1866, the allotments for such scholarships numbered 37.

298. The total expenditure on account of scholarships in the North-Western Provinces for 1865-66 was Rs. 17,962. There is a great want of specific information respecting the scholarship system of the North-Western Provinces, which probably arises from the absence of any specific rules or regulations respecting the number and value of the scholarships of each class available annually, the period for which they are to be tenable, and the conditions under which they are to be awarded.

Punjab.

299. In the Punjab there are two kinds of scholarships as follows :—

(1). Scholarships given to pupils of zillah schools as rewards and encouragements to continued study. Of late years the Director of Public Instruction has confined these scholarships as much as possible to pupils who, having completed their course in an inferior school, proceed to a higher school to continue their studies. The total number of such scholarships in 1865-66 was 215, of an average amount of about Rs. 2-12 each per mensem.

(2.) Scholarships given to matriculated students continuing their studies in colleges. When the two colleges at Delhi and Lahore were established, an allowance of Rs. 100 each was sanctioned for scholarships. The Punjab Director asked that this amount might be doubled, his idea being that every student who attended college should have a scholarship; and that, if this were not given, all, or nearly all, the students not getting scholarships would disappear. As a temporary arrangement, it has been decided to allow one scholarship for every three students attending the college, the value of such scholarships corresponding to the average value of the junior and senior scholarships in Bengal.

Madras.

300. Nothing is said about scholarships in the Madras Report for 1865-66. The following extract from the Report of the previous year may be given :—

Para. 278.—The bulk of the expenditure on scholarships continues to be in connection with professional training, either in normal schools or in the lower departments of the Medical and Civil Engineering Colleges. To meet, however, the increase in the number of matriculating students, 15, instead of as last year 10, scholarships of Rs. 10 per mensem were offered for competition at the Matriculation Examination in February 1865, and provision was made by an increase to their stipends for the incitement of scholarship-holders to secure a place in the higher class at the First Examination in Arts. The rules laid down regarding the scholarships are subjoined :—

Scholarships.

"1.—Every candidate must be a pupil in some institution.

"2.—At the time of examination, the age of a candidate must not exceed 19 years.

"3.—The candidate must obtain places in the 1st class at the examination; and they must further secure at least one-third of the total marks assigned to the English language.

"4.—The candidates must engage to prosecute their studies up to the B. A. standard, and to offer themselves for examination with the view of obtaining the Degree of Bachelor of Arts within three years after their nomination to the scholarships.

"5.—As two years must elapse between the date of passing the First Examination in Arts and that of attending the B. A Examination, a student nominated to a Matriculation Scholarship will forfeit it in case of his failing to pass the First Examination in Arts within one year from the award of his stipend.

"6.—The scholarships will be tenable for three years supposing the holders to pass the First Examination in Arts at the prescribed time, and to conduct them selves in a satisfactory manner.

"7.—The successful candidates must, if not already in one, enter some college or school in which satisfactory provision is made for educating students up to the B. A. standard.

"8.—In case of a scholarship-holder obtaining a place in the 1st class at the First Examination in Arts, an addition of Rs. 5 per mensem will be made to his stipend during the concluding two years of his preparation for the B. A. Examination."

301. From the statistical return appended to the Madras Report of 1865-66, it appears that 149 scholarships tenable in normal schools were gained during the year, besides 24 free studentships in the same

institutions. Only 8 scholarships appear in the list as tenable in institutions for general education; of these 6 belonged to the Provincial School at Combaconum, and 2 to the Provincial School at Bellary.

Bombay.

302. There is a deficiency of recent information respecting scholarships in Bombay. The subject is not mentioned by the Director in his Report, and the prescribed statistical Table respecting scholarship-holders has been omitted from the Appendices.

303. It was in 1863-64 that a scheme of scholarships or exhibitions to be held at high schools by boys coming from other inferior schools to prosecute their studies was first fairly brought into operation. In that year the exhibitions of this class numbered 142, varying in value from Rs. 3 to Rs. 10 per mensem each. The system appears to have worked well; it has greatly increased the influence of high schools by filling their benches with boys from all parts of the country.

304. There are also college scholarships in the Poona and Elphinstone Colleges. The following extract from Mr. Howard's Memorandum of June 1865 gives an account of the way in which the college scholarship system had of late years been re-organised :—

The system of scholarships and free studentships at each college was reorganized. The funds were applied chiefly to the purpose of encouraging the senior men to persevere through a full college course. For instance, in Elphinstone College the junior scholarships (first and second year) were reduced from 36 to 20; the senior scholarships were raised from 9 to 20. The 38 scholarships of the Poona College, originally tenable for ten years each, and half of them held by school children, were by degrees confined to the college classes, and 16 were reserved for young men who had already gone through two years of college study. Free studentships, which had been lavished too freely, were retrenched. The effect of these measures was to clear each college of many idlers, and to form a compact group of promising senior students.

At the same time annual examinations were set on foot for junior and senior scholarships according to printed standards. The candidates for the former were for the most part also candidates for College Entrance or Matriculation. The candidates for the latter had completed two years at college. The senior scholarship examinations were to be conducted by persons not Professors in the Colleges.

305. A brief notice may here be taken of the "Duxina Fellowships," of which the following account is given in Mr. Howard's Memorandum :—

Connected with the reform of the colleges was the foundation of a set of Native fellowships and tutorships. Since the conquest of the Deccan the Bombay Government had, for political reasons, continued the practice of the Maratha Court of granting annuities called "Duxina" to Brahmins. The allowance applicable to this purpose was separately credited in the accounts of the British Government. For some years, however, no new annuity had been granted, and there was in hand an accumulated balance of the "Duxina Fund," which was yearly increased by elapses on the death or (sometimes) the misconduct of annuitants

In 1858 the Government gave their sanction to a scheme of providing by means of the unexpended balance of Duxina, 5 senior and 10 junior Fellowships, to be attached to one or other of the colleges on conditions mentioned in the Director's Annual Report for 1857-58. Two benefits were expected from this arrangement:—First, the young men elected Fellows—presumably the best men of the University—would thus, like the Fellows of Colleges at Home, be detained for a few years among the influences of a learned life; and then they would supply to the colleges the *Native tutorial element*, the value of which the ablest European Professors have often insisted on. There are now five Duxina Fellows and Tutors in Elphinstone College and four in Poona College. It has been stated, and it may be believed, that the foundation has quite answered all reasonable expectations.

Oude.

306. In Oude there are only a few school scholarships paid to pupils in zillah and tehsil schools from subscriptions, the aggregate amount for 1865-66 being Rs. 1,079.

307. Six under-graduates in the Canning College received scholarships of Rs. 10 each per mensem from the college funds. A sum of Rs. 2,520 was sanctioned by the Government of India for scholarships in Oude for the year 1866-67.

Central Provinces.

308. Only Rs. 696 were spent in scholarships in the Central Provinces in 1865-66. They were allotted among the zillah schools; their value varying from 1 Rupee to 8 Rupees each per mensem.

The question of making further provision for scholarships in the Central Provinces has since been under consideration.

Mysore.

309. There are no scholarships in Mysore.

SECTION IX.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

310. This subject is one which has obtained a considerable amount of attention in some parts of India, and was expressly referred* to by the Home Government in the Educational Despatches of 1854 and 1859. In the former Despatch allusion was made to a resolution of the Government of India, dated the 10th October 1844, the object of which was to afford to educationa

* See paragraphs 72—77, Despatch of 1854.
See paragraph 30, Despatch of 1859.

measures "every reasonable encouragement by holding out to those who have taken advantage of the opportunity of instruction afforded to them a fair prospect of employment in the public service, and thereby not only to reward individual merit, but to enable the State to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people." The resolution had, it would seem, primary, if not exclusive, reference to ministerial appointments. Returns were directed to be furnished by educational officers of "students qualified for the public service," and the heads of offices were enjoined to "omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation of whatever grade in their gift to show them an invariable preference over others not possessed of superior qualifications."

311. It was observed in the Despatch of 1854 that the requisition for lists of meritorious students had failed, but that the object in view would be attainable on the establishment of Universities "as the acquisition of a degree, and still more the attainment of University distinctions will bring highly educated young men under the notice of Government." In directing, therefore, that the resolutions in question should be revised so as practically to carry out the object in view, the following statement was made of what that object was:—

What we desire is that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligibly in other respects.

76. We also approve of the institution of examinations, where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay presidency. We confidently commit the encouragement of educated, in preference to uneducated, men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

312. In 1856 the Government of India passed a resolution, the primary object of which was to lay down general instructions respecting the ascertainment by examination of the qualifications of such "uncovenanted officers in the several branches of executive administration as are entrusted with independent authority, and empowered to exercise the functions of covenanted assistants in either the magisterial or revenue departments of the public service," but which also expressed a desire in respect of employment in the lower grades "that all officers having in their hands the selection of persons for such employment may be guided by the general principle of examining candidates with a view to test their general as well as special qualifications, and of

giving the preference to those who are educated and well informed over those who are not when both are equally well qualified for the special duty required."

313. In the Despatch of 1859, the Secretary of State communicated the following remarks :—

It has long been the object of the several Governments to raise the qualifications of the public servants even in the lowest appointments; and by recent orders no person can, without a special report from the appointing officer, be admitted into the service of Government on a salary exceeding Rs. 6 per mensem, who is destitute of elementary education; and elaborate rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the administration in the manner contemplated by the new rules.

314. I now proceed to the main object of this Section of the note, *viz.*, to sketch the measures which have been taken in each presidency or province for giving effect to the above principle, and the result which has attended them.

Bengal.

315. In Bengal the complaint of the Education Department has, for many years, been that the orders of Government on this subject had become a dead letter. But it will be seen from the following extract from the Bengal Report of 1865-66 that something has recently been done towards enforcing the principle enunciated in 1855-56.

With reference to representations that have been frequently made by this department regarding the employment of uneducated persons in the public offices in the Mofussil, the Lieutenant Governor has issued fresh instructions confirming with some amendments the resolution* of 30th January 1856, which laid down the principles upon which the admission of candidates for ministerial employments in Mofussil offices is to be regulated.

* Appendix B. of Report for 1855-56.

The main object of the resolution was the encouragement of education by giving preference to educated candidates in the disposal of all public appointments. But the orders of Government on this subject having in most districts been forgotten or disregarded, measures have now been taken to enforce the observance of them; for which purpose some rules of procedure have been passed during the year, and circulated to all heads of offices. The most important feature of these rules is the check imposed by them on the apprentice system which prevails in all Mofussil offices. By the orders of 1856 it was prescribed that no apprentice should be admitted into any office without the express sanction of the head of the office. It has been further prescribed by the rules now circulated that not more than five apprentices shall be retained in any office, and that apprentices failing to obtain a paid appointment within five years shall not be retained in any capacity."

North-Western Provinces.

316. In the North-Western Provinces also the Education Department has, till recently, loudly complained of the disregard on the part of civil officers of the rules of 1856. In August 1864 the Government of the North-Western Provinces ordered the submission annually,

by all heads of offices, of a statement showing, among other things, the *place of education* of all persons appointed to Government situations. From these statements, the following results were made out by the Director :—

Departments.	1864. Number of appointments made.	1864. Number of persons educated at Government schools taken.	1865. Number of appointments made.	1865. Number of persons educated at Government schools taken.
Judicial	14	2	12	1
Revenue	45	15	38	13
Public Works	15	15	4	4
Police	13	6	3	1
Jail	26	7	19	6
Education	29	26	26	18
Total ...	142	71	102	43

From this, the Director observes, "it appears that in all departments, except Public Works and Education, the preference is given to privately educated students."

Punjab.

317. In his Report for 1863-64 the Director of Public Instruction, while admitting that the relatives of the Native amlah, who had served as apprentices, are almost invariably nominated to fill vacancies, did not see his way to recommend more than that all such candidates should be required to show some knowledge in history, geography, and arithmetic. The Punjab Government, however, went further, and passed during 1865-66, rules for the examination of candidates for tehsildarships, treasury and other clerkships, pleaderships, &c.,—due weight being given to success in the University Examinations. It is stated in the report above alluded to that the subject of an elementary examination of candidates for *subordinate* Government employ is still under the consideration of a Committee.

Madras.

318. In Madras a scheme of examination for all appointments above the grade of peon was promulgated in 1858, a copy of the rules and of the correspondence on the subject will be found in Appendix F of the Education Report for 1858-59.

The enormous numbers who came up for examination, some of them being quite unfitted for it, gave rise to several modifications. A fee of Rs. 3-8 was levied from each candidate, but it was found necessary afterwards to raise it to Rs. 5 for the general test, and to Rs. 7 for the special test. The operation of the general test has further been restricted to situations above Rs. 25 per mensem.

These examinations are termed the "Uncovenanted Civil Service Examination," and are under the charge of a Special Commissioner.

Bombay.

319. In September 1866 the Bombay Government issued a notification which contains the present rules for regulating the admission of candidates into the lower grades of the public service. These rules are given below :—

The following rules for regulating the admission of candidates into the lower grades of the public service are published in supersession of those issued in the *Government Gazette* of the 20th May 1852 and subsequently. These rules apply to all appointments in the Revenue, Judicial, Political, and other branches of the service above those of a menial character, and the salary of which is Rs. 50 and under. The rules do not apply to the executive police, or to persons nominated from the executive police to other offices in the same department. Special rules already exist for admission to, and promotion in, the higher grades.

"I. Hereafter no one will be eligible for employment, except—

'*1st.*—Matriculated students of the University, who are admissible without further examination or certificate.

'*2nd.*—The holders of certificates of qualification from the Educational Department.

'*3rd.*—The holders of certificates issued by a Committee held in past years under the old rules.

"II. The certificates of qualification to be given by the Educational Department will be of two classes: A 1st class will certify that the candidate is qualified according to the standard specified in Appendix A, and will be a passport for admission into either English or Vernacular offices.

"A 2nd class certificate will qualify a candidate for admission into a Vernacular office only, and will certify that he is qualified according to the standard specified in Appendix B.

"Certificates will be awarded in Government schools at the time of the annual inspection. First class certificates must be signed by Educational Inspectors; 2nd class certificates by Deputy or Assistant Deputy Inspectors. Each 1st class certificate must bear the holder's signature in English characters, and each 2nd class certificate must bear the holder's signature in Vernacular characters.

"III. Candidates from schools not under Government inspection must, on or before the 1st October in each year, make application to the Educational Inspector of the division, or to the nearest Deputy Educational Inspector, according as they wish, for 1st class or 2nd class certificates. Arrangements will then be made for their examination.

"IV. The Director of Public Instruction will publish quarterly, in the *Government Gazette*, a list of the candidates passed under the respective standards. From this list the nominating officer will make his selection; and if it be found that the number of candidates passed according to the standards now prescribed is so small as not to allow a field for selection, Government, on report being made, will revise the standards of examination.

"V. Every one admitted into the public service in the manner above described will enter, subject to the condition of passing an examination in the special subjects of which a knowledge is required in the department.

"VI. The rules for regulating the departmental examinations will be sanctioned by Government, from time to time, as may be deemed expedient.

"VII. No one is admissible into the service under the age of 18; and no one, except a matriculated student of the University, will be eligible for promotion to a place of more than Rs. 30 in the English, or Rs. 20 in the Vernacular, departments, until the expiration of three years' service, unless the place to which he is nominated be the lowest paid in the office."

Oude.

320. There is no information as to the existence of any rules or system for regulating the admission of candidates for public employ in Oude.

Central Provinces.

321. In 1863 the Chief Commissioner of the Central Provinces issued orders requiring all candidates for subordinate public employ in which a certain degree of scholarship was essential, as well as all persons holding such situations, to be subjected to certain tests by examination before being employed, confirmed in employ, or promoted, as the case might be.

Two classes of certificates were arranged,—the one for passing an elementary examination in reading, writing, and arithmetic, and the other for higher acquirements including the knowledge of a second language and acquaintance with geography, Indian history, and arithmetic up to decimal fractions.

Since the promulgation of the above rules, no less than 1,100 men have passed.

Mysore.

322. The following paragraph from the Director's Report of 1865-66 shows how matters stand in that province:—

Nearly all the public servants have been educated either in the Government or Mysore schools; and though a formal system of examination has not been established as in Madras, heads of offices have been requested to give the preference to educated candidates. Volunteers in offices who have not finished their education are no longer permitted, and the abolition of the practice has been attended with beneficial results to the schools.

SECTION X.

ENGLISH LANGUAGE IN INDIAN EDUCATION.

323. The position of the English language in relation to the various grades of schools in India is a matter of some importance. In the Despatch of 1854 the Home Government intimated an opinion that, for the conveyance of general education to the great mass of the people, the *Vernacular* must necessarily be used as the *medium*, while, for the conveyance of a high order of education in the science andliterature of Europe, it was equally necessary that the *English language* should be the *medium*. Reference was also made to the evil tendency which had shown itself more especially in the immediate vicinity of the presidency towns, to substitute a study of the English language in place of the acquisition of general knowledge through the Vernacular.

Bengal.

324. The Committee for the Improvement of Schools in *Bengal* seem to express an opinion, in their report of 1856, that even in the Government zillah schools some encouragement was given to this tendency. Many of the zillah schools professing to afford a high order of education, and adopting English as the medium of conveying it, were, nevertheless, believed to be "really inferior schools," and for these the Committee recommended a lower classification and the adoption of the Vernacular as the medium of instruction. But the direction in which the tendency was most observable in the Committee's opinion was that of the grant-in-aid schools, a large class of which were the result of the growing desire for English education, and were fitted only to meet the wants of those who desired to obtain at a cheap rate, and without the inconvenience of absence from home, "as much knowledge of English, and no more, as is sufficient for becoming inferior clerks, copyists, salesmen, hawkers, &c."

325. The Committee were "unanimously of opinion that the tendency of such schools is to aggravate a very serious evil, *viz.*, substitution of a very imperfect and inaccurate knowledge of English with a still smaller knowledge of other things for that higher education which, while giving full and accurate information of a practical kind, would at the same time strengthen the faculties of the mind."

326. It was stated some years ago by the Director of Public Instruction, Bengal, that "to secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will frequently incur an expense which would even altogether be disproportioned to their means," and this is doubtless still the case. It is clearly, therefore, necessary to watch lest this desire for the acquisition of English should lead to the result feared by the Committee.

327. The Director of Public Instruction entered at length into the subject in his Report for 1863-64. He there stated that he did not entertain any apprehension of the study of English being carried on at the expense of a sound practical education conveyed through the medium of the Vernacular. On the contrary, he thought that the introduction of English as a language to be studied had exactly the opposite effect, tending to raise the standard of a school by introducing the laborious study of the grammar of a non-vernacular language, and thereby supplying to Indian schools what the study of the Latin Grammar supplies to English schools, *viz.*, a study which trains and disciplines the mind.

328. But Mr. Atkinson admitted that "in many Anglo-vernacular schools, English is far too much employed *as the medium of instruction,* and this to such an extent as seriously to retard the progress of the students in their acquisition of general knowledge; while, as regards quality, the English taught in them is too often not only rudimentary, but curiously faulty in idiom and accent." Mr. Atkinson thus admitted the main point to which the Committee's observations were directed. But while making this admission, he seems, if I understand his remarks rightly, to contend that the evils of a too large use of the English language as a medium of instruction are less than the advantages. The great money value attached by the Natives of Bengal to an acquisition of the English language led, he observed, to an easy obtainment of funds, which would otherwise be wanting, thus indirectly improving the staff and status of the schools; and, on the whole, he was of opinion that the use made of the English language, "though not free from mistakes and disadvantages," was beneficial, and deserved "encouragement rather than repression."

North-Western Provinces.

329. In the North-Western Provinces there were until recently but few schools in which English was taught as a language,—much less used as the medium of instruction.

330. The Education Report of the North-Western Provinces for the last few years contain notices of the rapidly extending desire among the people for the acquisition of a knowledge of the English language, but as yet apparently it is chiefly taught as a language and not made to supersede the Vernacular as a medium of instruction. In 1863-64 the Director estimated the number of pupils studying English as "three or four times what it was in 1856," and stated that Anglo-vernacular schools or classes had been started at almost every chief town. In the report for 1865-66 he records a still further development of the desire for the study of English, stating that he reckons the number of students of English in Government schools to be about 6,500, and in aided schools about 9,229, being about half as much again as the estimate of the previous year.

Punjab.

331. In the Punjab also the study of the English language has been of comparatively recent growth, and every year's returns show how rapidly it is increasing. The following figures give some idea of the increase:—

	Number of pupils studying English at Government and private schools.
1861-62	4,439
1862-63	5,834
1863-64	8,359
1864-65	11,269
1865-66	13,181

332. The increase is almost entirely in schools of the higher class. There is nothing in the Punjab reports to show how far instruction is conveyed through the *medium of English*, but it is probable that the bulk of those entered in the statement above are studying English merely as a language. It was distinctly stated by the Director, in 1863-64, that the neglect of Vernacular studies, for the purpose of learning English, had been "specially prohibited," and that the attention of district and educational officers had been "repeatedly directed to the prevention of this evil."

Madras.

333. In Madras the question of the relative position of English and the Vernacular in the school system was some years ago made the subject of full discussion. The discussion is fully reported in Appendix A of the Report for 1860-61. The following account of it was given in the body of the Report for that year:—

The other question had reference to the relations of the English and Vernacular languages in our system of instruction. Sir Charles Trevelyan was of opinion that of late years an undue preference had been given to Vernacular instruction to the prejudice of English instruction, and that the rule under which in the lower classes of the provincial and zillah schools, and throughout the talook schools "geography and such like science is taught from Vernacular books, and the explanations are ordered to be given in the Vernacular language," ought to be annulled. Mr. Powell, the Acting Director, expressed similar views, and he pronounced an unfavorable opinion on the talook schools. He recommended that the number of these schools should be reduced, their designation altered, and that those retained should be raised to the standard of Anglo-vernacular zillah schools. Mr. Arbuthnot, to whom the entire question was referred on his return from England, deprecated any radical changes in the existing system. He repeated the arguments previously urged by him in support of his opinion that the Vernacular languages should be largely made use of in schools of all grades; and that in the talook schools, and in the lower classes of the provincial and zillah schools, the whole of the substantive instruction given should be imparted through their medium.

* * * * * * * * *

He did not overlook the fact that the English language, which in most Indian schools takes the place which is occupied by the Greek and Latin languages in the schools and colleges of Europe, being a spoken language, and as the

language of the Government being largely used in the transaction of business, has practical claims in this country, which cannot be asserted in Europe in favor of the ancient language of Greece and Rome; and on this ground he would teach it as a language in all schools "for which it is possible to obtain masters at all competent to teach it;" but he would not "place it as a barrier against the acquisition of much that is likely to prove useful to those who, either from inaptitude for mastering a difficult foreign language, or from want of time, are unable to obtain that mastery over it which is essential to the acquirement of accurate knowledge through its medium, by constituting it the language of instruction in all subjects except the Vernacular language.

334. The following remarks on the subject are taken from the Madras Report of 1863-64:—

The English language in Indian Education.

Para. 315.—The positions formerly occupied by the English language and the Vernacular of the presidency remain unaltered in the Government system of education. In talook schools and in the lower classes of zillah schools, English is taught merely as a language, substantive knowledge being conveyed through the medium of the Vernaculars. It is to be observed that there is an increasing demand for English, so that, even in village schools, efforts are frequently made to introduce the study of that language. This appetite for English, though in most respects affording ground for congratulation, has, in several instances, led to an attempt to convey substantive instruction through that language, before the pupils possessed a sufficient grasp of it; the result, as may be gathered from notices in previous portions of this report, has always been a failure more or less complete. It is evident indeed, without falling back upon experience, that the course is most unsound, and cannot but be highly injurious to the pupils.

Bombay.

335. In Bombay perhaps more than any where else in India, the Government has upheld the principle of giving a thorough practical education through the medium of the Vernacular. The Report of 1859-60 contained the following remark:—

The educational system of the presidency is remarkable for the great development of Vernacular compared with Anglo-vernacular and English teaching. *English education* has, in fact, been starved in the interest of Vernacular education.

336. In the more recent operations of the Bombay Education Department, higher class Anglo-vernacular and English education has received its full share of attention, as will be seen from the remarks and statistics submitted in previous Sections of this note with reference to colleges and higher as well as middle class schools.

337. In his Report of 1863-64 the Director made the following remarks on the subject:—

The increased desire for a knowledge of English manifests itself in the constant applications from the people for school masters able to teach English. With this object special subscriptions are raised by the people; and though no doubt their only object in seeking a knowledge of English for their sons and relatives is to fit them for Government and other employ, yet it can hardly be expected, in the present state of education, that they should have any higher or ulterior object.

Oude.

338. In Oude about 26 per cent. of the whole number of pupils are entered in the returns as studying "English." In a report submitted in 1865, the following principles were indicated as those by which the study of English was regulated in Anglo-vernacular schools :—

(1.) That no pupil should begin English till he has made a certain degree of progress in learning to read and write the Vernacular.

(2.) That whilst learning English as a language each pupil should be grounded in the elements of European knowledge through the medium of Oordoo or Hindee.

(3.) That only in the upper classes should English preponderate over the Vernacular, and become the medium for imparting instruction in science.

Central Provinces.

339. As respects English education in the schools of the Central Provinces, the Director made the following remarks in his Report of 1863-64 :—

It is generally admitted that whilst the English language should not be the sole or chief medium of instruction given to the Natives of India, yet that Western knowledge must be the chief matter of instruction. In those provinces wherever a desire for instruction in English has existed, such instruction has been afforded. Vernacular education, on the other hand, has not been neglected, and means have been taken by the introduction into our Vernacular schools of books of general and special knowledge to render that education as complete as possible.

The students of English are required to pay a higher fee than merely Vernacular scholars. By this means an attempt has been made to limit instruction in English to the sons of those who are able to allow their children to remain at school for the time requisite to obtain a grammatical and practical knowledge of the English language.

The following table shows the increase in the number of pupils studying English in the Central Provinces :—

	Number.
1863-64	1,207
1864-65	1,235
1865-66	1,526

Mysore.

340. The Director reports on this subject that although a knowledge of English is sought by the upper classes of Native society as a means of qualifying them for Government employment, but at a distance from the large towns, there are comparatively few who desire to learn English.

SECTION XI.

BOOK DEPARTMENTS.

341. The publication, distribution, and sale of educational books form a not unimportant portion of the educational system.

Bengal.

342. The following extract from the Bengal Report for 1863-64 gives an account of the system adopted in that province :—

School Book and Vernacular Literature Society.—There is no direct Government agency in Bengal for the preparation and distribution of educational books, but the object is effected through the instrumentality of the School Book and Vernacular Literature Society, an educational institution conducted by a committee of gentlemen associated for the purpose of providing and disseminating through the country a supply of suitable school books and school apparatus, together with wholesome vernacular publications for general reading, as a means of advancing the education of the people. The society receives a grant-in-aid of Rs. 650 a month from Government, Rs. 500 being assigned to the school book department, and Rs. 150 to the department of vernacular literature. To facilitate the distribution of books and apparatus, numerous country agencies are established throughout the Lower Provinces. These are chiefly entrusted to masters in Government schools and the Deputy School Inspectors, who receive a commission of 10 per cent. upon all sales. The Report of the Society for 1863 shows that it employed in that year 63 country agents, and that the proceeds of the sales effected by them, after deducting commission and other expenses, amounted to Rs. 16,718.

343. The following extract from the Report of 1865-66 bring the account of these operations up to date :—

School Books.—The last Report of the School Book Society for the year ending 31st December 1865 shows a steady increase in the demand for books and apparatus. The amount realized by sale in the last three years have been Rs. 42,493 in 1863, Rs. 54,577 in 1864, and Rs. 64,317 in 1865. The numbers of books issued in these years were respectively 139,370 copies, 169,418 copies and 184,043 copies. The following abstract shows the languages of the books issued in 1864-65—

Books.	*Copies.* 1864.	1865.
English	70,641	68,525
Sanscrit	1,409	2,068
Bengalee	76,582	83,588
Hindee	5,616	3,890
Ooriya	5,922	12,824
Santhali	10	3
Cossyah	1,322	511
Arabic	21	29
Persian	136	71
Oordoo	3,930	2,683
Anglo-Asiatic	3,829	9,851
Total	169,418	184,043

North-Western Provinces.

344. In the *North-Western Provinces*, there is a Government Curator and book depôt at head quarters. There were also, until recently, a regular book-selling agency and book depôts maintained throughout the country; but these have been abolished, and the sale of books in the interior has been intrusted to the officers of the department, who are allowed a commission on all sales effected. The following account of the system is given in the Report for 1861-62 :—

These sales are more directly in the hands of the Deputy Inspectors, who indent on the Allahabad depôt for such books as may be required in their respective districts. A large discount is allowed by Government for cash purchases, and a commission on sales to a certain amount is granted to the Deputy Inspector, it being the object of Government to effect quick and ready sales at the lowest possible price. Some of the school books issued are marvels of neatness and cheapness, and the successive editions of the more necessary treaties are exhausted with great rapidity.

345. In 1863-64 the sales of educational books in the North-Western Provinces, from the central depôt, amounted to Rs. 50,415. In the next year 1864-65 they amounted to Rs. 28,181, and in 1865-66 to Rs. 27,782. The number of copies of works sold in 1864-65 was 185,470, and in 1865-66 it was 187,230. The books are printed and published on the recommendation of the Education Authorities.

Punjab.

346. The following extract from the Punjab Report for 1863-64 shows the nature of the arrangement made in that province for the distribution and sale of education works :—

The Government central book depôt at Lahore has been hitherto conducted as a commercial business, for the working of which advances up to Rs. 40,000 altogether were authorized, but only Rs. 28,500 were actually taken from the treasury. To cover packing, transit, and other charges, first 30 and afterwards 50 per cent. was added to the cost price to form the selling price. The Curator, with a small establishment at Lahore, is paid from imperial revenue, and the retail work is carried on by the district school mohurirs, head masters of Government schools, and librarians of Government colleges, with an occasional private agent who will give sufficient security. A commission of 10 per cent. is allowed on all retail sales. The value of cash and stock in hand at the close of April 1864 amounts to Rs. 50,372, calculated at cost price. The profits of the Depôt, therefore, since its formation in 1857, have been Rs. 21,872.

78.—From the beginning of the current year, *viz.*, 1st May 1864, I have been directed to adopt another plan. The advances already made are to be written off to begin with, and all cash in hand on the above date is to be paid into the Treasury. Then monthly bills for stock purchased are to be sent for audit to the Civil Pay Master, and the sale proceeds paid monthly into the Treasury—disbursements and receipts to the above extent being for the future duly provided for in the Educational Budget. Provision has also been made in the budget, and sanctioned by the Supreme Government, for meeting all packing, transit, and commission charges out of imperial revenue, in order that all books may henceforward be sold for educational purposes at cost price without any enhancement whatever. This will be a great boon to all kinds of educational institutions, and specially to Government and aided colleges and schools of the zillah grade, where comparatively expensive English books must be purchased by the scholars.

347. The following statement shows the issues of books in the Punjab for the last three years :—

	Number of Copies.			Value.		
	Sold.	Distributed gratuitously to Government village schools.	Prizes.	Sold.	Distributed gratuitously to Government village schools.	Prizes.
				Rs.	Rs.	Rs.
1863-64	55,499	2,730	7,032	16,690	2,634	3,520
1864-65	101,168	3,677	5,114	24,956	1,570	3,115
1865-66	98,854	1,238	8,892	26,225	795	3,775

Madras.

348. The following extract from the Madras Report of 1863-64 shows the nature of the arrangements made in that Presidency for the sale and distribution of educational books :—

The purchase and circulation of books in connexion with the Department of Public Instruction are managed in the following manner :—A central book depôt exists at Madras under an officer styled the Curator of Government Books; and 20 district book depôts are established at the principal stations in the Mofussil in the charge of officers termed district Curators. The Curator of Government Books receives a salary of Rs. 200 per mensem, and is allowed an establishment costing Rs. 179 per mensem. The district curators, who are almost all either masters in Government schools, missionaries or members of trading firms, are remunerated by a commission of 10 per cent. on the sales effected by them.

* * * * * * *

The central depôt is supplied in three ways :—(1) by purchases in England, through Messrs. Smith, Elder and Company, who deliver the books free of insurance, freight and other charges at Madras at a discount of 17½ per cent. below the English prices ; (2) by purchases made in India by the Curator of Government Books ; and (3) by the receipt of works printed either at the Public Instruction Press, or at some private press engaged for the purpose. In every case the supply is previously sanctioned by the Director of Public Instruction. Books are forwarded to the district depôts on indents transmitted to the Director of Public Instruction through the Inspectors of the division.

In certain districts, Coimbatore, for example, where an attempt is being made to improve the indigenous schools, colporteurs are employed to travel about and effect sales of elementary works at the several schools.

349. The following statement shows the number and value of educational books sold during the last three years :—

	Number sold.	Value.
		Rs.
1863-64	76,438	33,661
1864-65	76,521	29,372
1865-66	76,533	31,206

Bombay.

350. In the Bombay Presidency the Book Department consists of a central depôt at Bombay with principal branches at Ahmedabad and Belgaum, and a large number of minor branches (581 in 1863-64). The branches are generally held in Government schools, the school masters acting as branch depôt-keepers, and getting a sale commission.

351. The Bombay Book Department is more than self-supporting. The number and value of books sold or issued for sale from the central depôt for the last two years is given below :—

	Number.	Value.
		Rs.
1864-65	265,643	89,479
1865-66	351,857	1,15,714

Oude.

352. The Book Department in Oude was re-organized in 1865 on the following basis :—

1.—A central depôt attached to the Director's office.

2.—A branch depôt in each district under the charge of the head master of the zillah school, who receives a commission of 10 per cent. on sales.

3.—Books, maps, &c., for school use are forwarded from the central depôt only.

4.—Books are sold to pupils and managers of private schools at cost price, all extra expense for packing, freight, &c., being charged to Government.

353. The following figures show the number and value of the books issued in the last two years :—

		Supplied gratis.		*Sold.*
		For School use.	Prizes.	
1864-65 ...	Number ...	732	817	16,294
	Value ...	Rs. 1,153	Rs. 165	Rs. 2,521
1865-66 ...	Number ...	3,325	3,077	32,520
	Value ...	Rs. 1,423	Rs. 537	Rs. 4,988

Central Provinces.

354. The following account of the Book Department in the Central Provinces is taken from a Report submitted in 1864 :—

There are three depôts in these provinces. They are established at Nagpore, Raepore, and Jubbulpore. Their operations are commercial as well as educational. Books are purchased for the depôts on which a discount for cash payment at Rs. 20 or 15 per cent. is allowed. These books are again retailed, and a discount of only 10 per cent. is granted for cash payment. Thus a small percentage is allowed to accumulate as profit; and from this fund, money that has been advanced for the purchase of books is re-paid to the State.

355. The number and value of educational books sold in the Central Provinces during the last three years is shown below :—

	Number.	Value.
		Rs.
1863-64	57,408	11,899
1864-65	54,999	13,861
1865-66	66,435	16,578

Mysore.

356. The following account of the Book Department in Mysore was given in the Report for 1863-64 :—

This department was formerly constituted, as in the Punjab, on a *quasi* commercial basis, its working capital being advanced by Government. But it is now conducted by an annual grant for the purpose, the sale proceeds being paid into the local treasuries, and a monthly account of cash transactions and stock on hand submitted to the auditor. Most of the Vernacular books, and many of the English ones, have been printed at the Mysore Government Press, and are in all cases sold at a price to cover the cost of production.

As a further means of increasing their circulation, it has lately been determined to form depositories in every talook under the care of the amildars, and to allow a discount to all who purchase them in any quantity for sale in the towns and villages of each talook.

357. Consequent on the measure reported above, the sales increased so much that it was found necessary in 1864-65 to appoint a Curator. The supply of vernacular books are mainly required for the indigenous schools of the country, numbering about 1,600.

Again during 1865-66, the sales were reported to have nearly doubled; but no account of sales is given in the Director's Reports.

British Burmah.

358. There is no regular Book Department in British Burmah, but efforts have of late been made to provide a supply of Vernacular books for the indigenous schools of the country. Some of these books have had to be compiled for the purpose, for which a grant was sanctioned by the Government.

SECTION XII.

GRANT-IN-AID RULES.

359. There are two distinct sets of rules for grants-in-aid, *viz.*:—

(1)—Ordinary grant-in-aid rules, *i. e.*, the rules under which in each presidency and province grants-in-aid are ordinarily given to private schools. Of these, there is a different set of rules for each presidency or province.

(2)—Special grant-in-aid rules for schools designed for the instruction of European and Eurasian children. These are generally known as the rules contained in "Lord Canning's Minute of October 1860;" they were approved and confirmed by the Secretary of State in Despatch No. 3, dated the 16th January 1861.

The former, *viz.*, the ordinary grant-in-aid rules for each presidency and province, will be found in Appendix A. The latter will be found in Appendix B.

360. It will be observed that the rules for the provinces noted on the margin provide for the grant of fixed allowances to aided institutions, under conditions which are substantially the same, and subject to the same general limitation of the amount of aid to an equivalent of the local income or half the total expenditure. But the Bengal Code provides further that, as a general rule, schools educating up to the University Entrance standard shall get only a half equivalent of the local income; and that schools of an inferior grade, but costing more than Rs. 30 per mensem, shall get a two-thirds equivalent,—the only schools to which the full equivalent will ordinarily be given being those costing less than Rs. 30 per mensem. The adoption of this scale in Bengal is regarded as justified, in respect of the schools to which it applies, by the greater advance which education has made in Bengal than in other provinces, and by the greater willingness of the people of Bengal to pay for education than is found as yet to exist generally in other parts of the country.

Bengal.
North-Western Provinces.
Punjab.
Oude.
British Burmah.

361. In the Central Provinces the rules described above in respect of the North-Western Provinces, Punjab-&c., are substantially adopted, so far as they relate to schools, for general education. Special rules (Part B.) are added for normal institutions on the principle of paying not a fixed allowance to the institution, but a stipend of Rs. 4 per mensem to each student signing a declaration of *bonâ fide* intention to follow the profession of a school master and agreeing to refund the amount so received if he does not do so; lump payments of Rs. 100, Rs. 50, or Rs. 25 being also promised to every student qualified respectively as an Anglo-vernacular zillah school teacher, a town school teacher, or a village school teacher. Special rules (Part C) are also given for regulating grants-in-aid to indigenous village schools, on the principle of payment by results, the teacher receiving one, two, three, or four annas per mensem for pupils passing the prescribed examinations (and double those rates for female pupils,) subject, of course, to conditions in respect of the age of pupils, period for which the allowances may be drawn, &c.

Central Provinces.

362. The main feature of the Madras Rules is the "teacher certificate system;" but it is only a main feature, as will be seen from the following brief analysis of the scheme:—

Madras.

I.—PUPIL GRANTS.

It is open to managers of schools, who desire to obtain grants on the resuls of periodical examinations of the pupils, to submit their schools to examination

according to the standards in Schedule A, and to obtain grants according to the rates in Schedule B, as follows:—

EUROPEAN AND EURASIAN SCHOOLS.

		Hill Schools.	Schools in the Plains.
		Rs.	Rs.
To each pupil passed under...	1st standard ...	4 per mensem	2 per mensem.
	2nd „ ...	8 „	5 „
	3rd „ ...	12 „	10 „

NATIVE SCHOOLS.

		Rs.
To each pupil passed under...	1st standard ...	2 per mensem.
	2nd „ ...	5 „
	3rd „ ...	10 „

The above provisions are intended primarily for elementary schools, to which the amount of grant obtainable practically limits their application.

II.—TEACHER GRANTS.

Certificate Holders.

Male Teachers.	Rs.			Female Teachers.
1st grade—B. A. standard		Entitling to such grant not exceeding the amount contributed by the manager of the school as the Director of Public Instruction, with the sanction of Government, may determine.		1st grade.—(Standard as per Schedule D.)
2nd „ —1st Arts standard ...	75	Entitling to the grants noted, provided the amount of grant shall not exceed the amount contributed by the managers.	Rs.	
3rd „ —Matriculation standard	50		25	2nd grade—(ditto.)
4th „ —(Standard as per Schedule C.)	25		10	3rd „ —(ditto.)
5th „ —(Ditto)	10			

Not Holding Certificates.

A grant not exceeding *one-half* of the sum contributed by the managers of the schools will be given in aid of the salary of each school master or school mistress in regard to whom the managers may satisfy the Director of Public Instruction that the said teacher is farily qualified to perform the duties entrusted to him or her, provided that in such cases the amount of the grant to be given shall bear a due proportion to the amounts sanctioned (as above) for teachers holding certificates.

III.—MISCELLANEOUS GRANTS.

Payment of normal and certain other scholarships.
Provision of books of reference, maps, &c., and in some cases of school books.
Establishment and maintenance of school libraries and public libraries.
Erection, purchase, enlargement, or repair of school buildings.
Provision of furniture.

The above grants are all made under special detailed conditions, but are all subject to the general principle that the amounts shall not exceed the sum contributed by the manager.

363. The Madras Education Act practically provides another system of grants-in-aid for the elementary "Rate Schools" established thereunder, for the Government gives an equivalent to all sums made available for the establishment of schools under that Act.

364. The Bombay Rules are, as will be observed, provisional, the period for which they are to be in force being limited to two years from February 1866, being then "subject to revision as experience may show to be needed."

365. The principle of the Bombay Rules is that of "payment by results," *i. e.*, payment at specified rates for pupils passing according to the general standards. The annual grants obtainable for each pupil passing under all the heads of the general standards are as follows :—

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Pupils of—						
European and Eurasian schools ...	10	15	25	50	90	150
Anglo-vernacular schools ...	6	9	12	21	30	100
Vernacular schools	1	2	3	4	...	...

366. The special rules for European and Eurasian schools contained in Lord Canning's Minute of October 1860 provide generally for the following grants :—

(1).—That to the sum collected from private subscriptions as a building and foundation fund, an equal sum be added by the Government.

(2).—That from the opening of each school, it should receive a grant-in-aid to the fullest extent allowed by the (ordinary) rules.

(3).—That if the school be built where ground is at the disposal of Government, the ground be given.

(4).—That the head master of the school, if a clergyman, be placed on the footing of a Government chaplain in regard to pension.

367. A few remarks on general points connected with the grant-in-aid system may not be out of place.

368. In January 1864 the Government allowed schooling fees to be counted as part of the local income by which the amount of the Government grant-in-aid is regulated. This was a very important concession. In respect of assignments from municipal revenue or educational cesses, the following orders were passed in 1865 :—

The fundamental principle of the educational grant-in-aid system being to encourage and stimulate voluntary efforts on the part of the people towards the promotion of education, there appears to be no reason why popular contributions, in the form of assignments from municipal revenue or educational cesses, should not be regarded as eligible to such encouragement under the grant-in-aid rules so long as the contributions in question are really of a voluntary character. But, on the other hand, it would seem to involve a departure from the principle and intention of the grant-in-aid system if grants are made as supplements to funds *not* voluntarily subscribed, or made available by the people, but compulsorily levied. The fact that a certain portion of the land revenue, for instance, is set apart for local objects does not afford any ground for regarding it in the light of a contribution which may be supplemented by a grant under the educational grant-in-aid rules.

Resolution No. 2295, dated 8th April 1863.

It has been decided that the proceeds of cesses realized under the Madras Education Act (VI of 1863) may be supplemented by grants-in-aid from the general revenues, because the assessment under that Act is an essentially voluntary one.

369. Many of the municipal assignments in Bombay come under this ruling, as well as the voluntary assessment for educational purposes made by the landowners in some permanently settled districts in the North-Western Provinces.

370. A considerable amount of correspondence has taken place within the last few years respecting the practical working of the grant-in-aid rules in the several presidencies and provinces.

371. Although objections have been strongly urged in some quarters against the Bengal Rules, in the case of missionary societies undertaking educational operations, the general conclusion arrived at by the Government of India, and concurred in by the Secretary of State, is that the Bengel Rules are "well adapted to the wants of the country, and do not call at present for any alteration." It may be noted, however, that one objection urged aginst the Bengal Code gave rise to a modification of practice, as shown in the following extracts from correspondence :—

Extract from letter from the Government of India to the Government of Bengal, No. 2977, dated 18th October 1866.

Para. 2.—In paragraphs 17 and 18 of his letter, Mr. Stuart is understood to complain of the objection taken by the Bengal Education Department to a redistribution of the sources from which the private income of an aided school is derived,—his wish being apparently that the managers of a school to which a Government grant has been originally assigned, in consideration of a guaranteed private income derived in specified proportions from "schooling fees" and "subscriptions," should be allowed, in the event of the income from "fees" increasing, to withdraw a proportionate amount of the "subscriptions," provided that the *total* amount of income guaranteed from private sources be maintained.

3.—It is not quite clear from Mr. Atkinson's remarks (paragraphs 51 to 55 of his note) how far the above view is conceded. Mr. Atkinson says that—"when a school receives a grant under the revised rules, the guarantee required is that a certain sum at least shall be expended on it from subscriptions and fees together," adding that "no fixed payment is guaranteed from subscriptions alone, and if the fees are sufficient to make up the specified sum, no subscriptions need be paid." But the 52nd paragraph of Mr. Atkinson's memorandum would seem to imply that the application of this principle is restricted to "new schools" as distinguished from "those already in operation," and that the "withdrawal of subscriptions" from the latter class of schools is not allowed. If this is a correct statement of Mr. Atkinson's meaning, it will apparently follow that, whether "subscriptions" have been once paid as part of the private income of a school, no subsequent withdrawal of such subscriptions can be allowed, however much the fee receipts may increase; although no objection would, in the first instance, have been raised had the private income been composed wholly of fee receipts. If this is the rule which is at present in operation in Bengal, the Governor General in Council would ask the Lieutenant Governor's further consideration of the subject, for it may be doubted whether such a restriction is not calculated to interfere with what may be a very proper re-distribution of private resources. It is seldom that a newly established school, especially if it be a vernacular school, in a part of the country where education has not come to be appreciated by the people, can produce, in the early part of its existence, much income from fees; and there must, of course, therefore at first be a correspondingly large share of subscriptions to make up the required amount of private income; but as the school gains footing among the people, the fee income will ordinarily increase, and in that case it does

not seem to the Governor General in Council to be an unreasonable expectation that the increase of fee receipts should be allowed to take the place of the subscriptions previously given; and such an expectation is certainly not less reasonable if the subscriptions form a part of a limited income, the whole of which is sought to be expended on the advancement of education, and if the object in withdrawing assistance from one school which has attained a state in which it is, to a large extent, self-supporting, is to afford it to some new school which could not be established, or carried through the first period of its existence without such aid.

Extract from letter from Government of Bengal to Government of India, No. 1353 *dated 6th March* 1866.

Para. 2.—I am to say that practically retrospective effect has been given to the rule (allowing of a re-distribution of the sources of income of a grant-in-aid school), and that now the Lieutenant Governor has no objection to direct authoritatively that this course shall be followed.

Extract from letter from Government of India to Government of Bengal.

Para. 2.—The Governor General in Council, I am to say, fully approves of the intention expressed in your letter dated the 6th March, respecting the rule relating to the re-distribution of the sources of income of schools receiving grants-in-aid, and he trusts that the fullest effect will be given to it.

372. Objections have also been urged against the Madras Rules, but they relate rather to the former than to the present rules. The following extract from a Despatch from the Secretary of State, dated 9th March 1866, will show the particular points respecting which doubts are still felt:—

I observe that, in the revised rules which have been sanctioned for the Madras Presidency, the "certificate system," or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the "leading feature" of the scheme; and as regards schools generally, therefore, the rules are still open to the objection which was formerly stated to them, *viz.*, "that they tend to raise to an unnecessarily high scale the salaries of the masters; and by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

Among the changes introduced by the new rules, it is now provided—1st., that a grant on a reduced scale may be given in aid of the salary of any masters or mistresses of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and 2ndly., that in the case of elementary schools, the managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and, though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect till the amendments which have been sanctioned shall have had a fair trial.

373. The following remarks regarding the working of the grant-in-aid rules were made by the Madras Government in reviewing the Report of 1865-66 :—

The working of the grant-in-aid rules issued in January 1865 may be regarded as tolerably satisfactory. The number of aided schools rose during the year under review from 502, with an attendance of 22,351 pupils, to 876, with an attendance of 27,351 pupils, and the amount disbursed in grants-in-aid of the current expenses of the schools (chiefly in aid of the salaries of the teachers) from Rs. 89,802 to Rs. 1,16,876-4-8. These figures, however, include the indigenous village schools in the districts of Vizagapatam, Nellore, North Arcot, Coimbatore, and Madura, numbering 498, with an attendance of 8,493 pupils, which received grants, amounting to Rs. 3,777-12, on the "payment for results" system, which, though similar in principle, is not identical in detail with the system provided for in Rule IV of the grant-in-aid rules. Since the close of the year sanction has been granted for the extension of this system to every district in the presidency, and the Director of Public Instruction has been requested so to re-cast the schedules appended to the grant-in-aid rules as to make them applicable to indigenous schools.

It would appear from the reports from some of the leading managers of schools, of which the purport is given in the 70th and following paragraphs of the Director's letter, that the late revision of the grant-in-aid rules has resulted in effecting a considerable improvement in many of the existing schools, but that it has not contributed as much as might have been expected to the establishment of additional schools. This result is, doubtless, to be traced to the comparative inefficiency or inadequacy of the agency previously employed, and which induced the managers of schools to apply such aid as they could obtain from the State to strengthening the establishments of schools already in operation in preference to organizing new schools. But there is nothing in the rules, as they now stand, which can be said to impose undue checks on the extension of education, or to render the grant-in-aid system less applicable to elementary schools than to schools of a more advanced grade. The latter is a point on which considerable misconception appears to exist. The only Inspectors who, in the reports now before Government, have expressed any opinions on the success, or otherwise, of the grant-in-aid system as now administered are Mr. Bowers and Mr. Marden. The former contrasting its working with that of the Madras Education Act, remarks that, "as now administered, in connection with educational certificates," the grant-in-aid system has "the advantage of greater simplicity, and is proving the more effectual instrument of popular education, chiefly through the medium of middle class schools." Mr. Bowers states that "teachers who have obtained certificates are fast replacing those who have not," and he observes that "although in individual instances it will sometimes be found that an uncertificated teacher is much superior to certificated teachers of the same grade, in the majority of cases the benefit of the rule which exacts some certificate of qualifications will be apparent." Mr. Marden, while admitting that the present rules have "somewhat stimulated education," does not look "for any rapid extension of education under the present arrangements," and advocates the abolition of that part of the present system which makes the grants dependent on the certificates held by the teachers, and the substitution for it of a system of payment for results under rules better adapted to the requirements of elementary Native schools than those now in force. The Government see nothing in the reports before them that would justify so radical an alteration of the existing rules. In the discussions which took place regarding the grant-in-aid system in 1864, and in which several of the leading Educational Authorities in this presidency took a part, there was a considerable preponderance of opinion in favor of the maintenance of a certificate system, and against the feasibility of carrying out effectively and on an extensive scale the system of payment for results. The Government, on full consideration, determined not to abandon the certificate system, but at the same time embodied in the

rules a provision which it was hoped would afford to such managers of schools, as might prefer the "payment for results" system, the means of obtaining aid in that form. It has lately been brought to the notice of Government that the standards of examination in arithmetic prescribed for Native schools seeking aid under the latter system are too high, and that the scale of grants offered is too low. The first objection has been met by a reduction of the standard, and the Director of Public Instruction has been directed further to revise the schedules in such manner as he may deem best calculated to promote the successful working of the system. It remains to be seen which of the two systems of grants-in-aid will be found the more effective, *viz.*, 1*st*, that of making monthly payments in aid of the salaries of teachers who have afforded evidence of their qualifications; or, 2*nd*, that of making grants on the results of periodical examinations of the pupils; but, in the mean time, it is the desire and intention of the Governor in Council that each of these two systems shall have a full and fair trial; and he trusts that, under their operation, considerable progress will be made in the extension, as well as in the improvement, of education in this presidency in the course of the next few years. Much, of course, must depend on the exertions of the leading Educational Societies, and of private persons interested in the cause, but much may be effected by the judicious efforts of the Inspectors of Schools, whose duties should embrace, not only the inspection of those schools which are placed under Government inspection, but the promotion generally of all such measures as have for their object the improvement and extension of education in the districts under their charge.

374. As respects Bombay, the following extract from Mr. Howard's Memorandum of June 1865 gives some idea of the history of the grant-in-aid system in that presidency:—

In this presidency of Bombay there has been less done by private persons in the way of education, particularly superior education, than in some other parts of India. The people prefer State schools where they can get them. A code of rules under which money might be granted to private schools was published in January 1856, but the conditions were found to be too severe, and I prepared a less exacting draft, which was submitted to the local Government in April 1857. The draft was forwarded to the Supreme Government, who in June 1858 recommended in preference the rules in force in Bengal. These were accordingly notified in the *Government Gazette* of the 8th of July 1858. Not a single application for a grant under this code was registered. Doubtless it was notorious that until lately the Government had no funds wherewith to meet any such application. When, however, it seemed likely that fresh funds would be granted to education (1862), I took up the subject again, and proposed to adopt the principle of "payment by results," lately introduced by the Educational Committee of the Privy Council in England. The local Government assenting, a set of provisional revised rules were issued in November 1863. Grants have been made under these rules: but, in deference to a complaint of some missionary bodies that the scale of payments was too low, they did not object to the principle of payment by results,—the Government directed a revision of the code, which took place last year. A new draft code has been prepared, but is not yet sanctioned. There has been some misunderstanding on this subject, which the simple facts above given should remove.

375. The following extract from the Bombay Education Report for 1865-66 shows the hope entertained by the Director of the working of the new rules:—

The year under report shows no change in the number of private institutions that have actually received aid from Government. But it will remain as a fact in the history of this department that, in the year 1865-66, as many as 31 private institutions, for the most part supported by different missionary bodies,

have for the first time applied to Government for aid; which will be accorded to them during the current year under our provisional revised rules for grants-in-aid under the system of payment for results. This system, in supercession of former arrangements, was introduced by Government at the recommendation of my predecessor on the 26th of November 1863. The principle of payment for results on its announcement was cordially accepted by the missionary bodies, who considered that it would imply less intrusion into the details of their school management on the part of inspecting officers, than any other system of conditions for grants-in-aid that could be devised. But they objected to the particular terms offered by Mr. Howard, which they considered so illiberal as to make it not worth while to offer their schools for inspection under the rules in question. Mr. Howard's standards of examination and schedules of payment had been experimentally drawn up, with the express view to their being revised after experience of their working. While acting for Mr. Howard in July 1864, I held a conference with the leading missionaries and managers of private schools, after which I submitted a new set of rules; and these, with some slight modifications, received the sanction of Government in February 1866. The present revised rules (which are given in Appendix E, page 167), are based on a computation of what would be necessary to allow any schools which was in an efficient condition to receive from the State about one-third of its expenses on account of secular instruction. A reference to Appendix F, in which is given a table of the application for grants-in-aid actually received, will afford some anticipation of the working of the system. This table shows the amount which would be payable if every pupil passed in every head of the standard under which he was presented. As, however, the examinations will be strict, it can scarcely be expected that more than half of this maximum amount will actually be obtained by the institutions in question. The total cost of secular instruction in these institutions is returned as Rs. 1,06,296-5-7, and I estimate that they will obtain about Rs. 21,792 for the performances of their pupils, that is, little more than one-fifth of their total cost on account of secular instruction. It will always be in the power of school managers to increase the amount of their grants by increasing the efficiency of their schools, but it will require the attainment of great perfection to enable a school to get from Government more than one-third of its cost. Such is the principle on which the new system is based. It is a system which, as I have said, is popular with the missionaries, as implying the minimum of interference, and it is also satisfactory to this department, as implying the maximum of accuracy in the reports of inspecting officers. I am as yet only able to report on it by anticipation.

376. It will be observed that the only provinces in which the system of "payment by results" (copied from the recent English system) has yet been introduced are Bombay, where it forms the basis of the grant-in-aid rules; Madras, where it forms as it were an appendage of the rules, and is intended primarily for application to elementary schools; and the Central Provinces, where also it is introduced as an appendage to the general system, and is intended solely for application to indigenous schools. The results can hardly as yet be judged of in respect of Madras and Bombay, as is evident from the information already given. As regards the Central Provinces, I may repeat here an extract already given in Section V, (Lower Class Schools):—

These schools may be divided into three classes :—

"1*st*—Those receiving a regular monthly grant from Government.
"2*nd*.—Those receiving grants under the payment by result rules.
"3*rd*.—Those receiving casual gifts in money or books for the masters or pupils."

* * * * *

Of the 2nd class, during the past year 25 schools have presented pupils for examination, and a total of Rs. 408-1 has been paid,—the largest amount paid to one school was Rs. 47·4. Of 273 pupils examined, about 20 per cent. failed. The only districts in which teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and district inspectors have not yet thoroughly explained the rules to the teachers. A number of school masters in the Jubbulpore district, who received grants last year, refused to receive them this year; and one of the most intelligent of the class informed the Inspector the reason was that the parents of the children objected strongly to his taking any aid from Government, they seemed to dread it as the insertion of the thin-end of some mysterious wedge. When the rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised code of rules.

377. I will conclude my remarks in this Section with a very brief reference to the working of the special rules for grants to schools for European and Eurasian children.

378. These rules have given encouragement to a class of institutions which certainly merited it. There is scarcely a presidency or province in which one or more such institutions have not risen up under the rules in question. But the greatest development has been in the Punjab, where the number of such schools (chiefly at the hill stations) is very considerable.

There was a misunderstanding at first in some quarters, which was set right by the following orders of 26th March 1866 :—

The Government aid granted to such institutions is regulated by the two following Rules :—

(1.)—"That to the sum collected from *private subscriptions* as a *building and foundation fund*, an equal sum be added by the Government."

(2.)—"That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the rules," *viz.* (as provided for in the grant-in-aid rules) a grant not exceeding half the expenditure on the school for the period for which the grant is given, and also not exceeding the amount made available from private sources,—"private sources" being held (under the resolution of January 1864) to include schooling fees.

From the above, it is clear that it is only in respect of money *set apart as a building or foundation fund* that the Government gives an equivalent without reference to the actual expenditure; and that the money entitled to such an equivalent must be, *bonâ fide*, "collected from private subscriptions."

The question raised by the Financial Department is whether "it was intended to allow an equivalent for tuition fees merely, or for the sums realized by the school, for boarding expenses also." "These latter," the Financial Department observes, "do not ordinarily come within the category of fees."

It is evident from the explanation already given that this question can refer only to the grant given by Government, in aid of the current expenses; and applies alike to the case of all aided boarding schools, whether established under the special provisions of Lord Canning's Minute or the ordinary grant-in-aid rules; for the only respect in which Lord Canning's Minute accords special grant-in-aid privileges is the offer of a grant as the equivalent of money funded for building or endowment purposes, and such money must be, *bonâ fide*, "collected from private subscriptions."

The question would more appropriately be worded as follows :—

In the case of boarding schools receiving a grant-in-aid from Government, is it allowable (with reference to the limitation of the Government grant to half the total expenditure) to include in the statement of total expenditure sums expended on boarding as distinguished from tuition?

On this point the Governor General in Council observes that it was never intended that the Government should pay anything towards boarding expenses, such as for the food and clothing of children; and if, in some instances, a mistake may have been made on this point, it has arisen probably from the absence of any express order for distinguishing between the two classes of expenditure.

The required distinction can probably, His Excellency in Council thinks, be made without much difficulty by the observance of some general rule, to the effect that, in aided boarding schools, the salaries and other charges appertaining to the teaching establishment, expenses connected with the purchase of prizes, books, maps, and other educational apparatus, and also the house rent (where a house has not been built or purchased with Government aid) may be regarded as tuition expenses; all other charges being regarded as expenses for objects other than tuition. It is true that the house-rent in such cases is really, to a large extent, a charge on account not of tuition, but of lodging; but, on the other hand, the above rule might perhaps exclude some miscellaneous items appertaining to tuition.

It will probably, in the opinion of the Governor General in Council, be better to adopt some such general rule, than to attempt in each case to scrutinize, in close detail, the exact proportion between boarding and tuition charges. But this is a matter which His Excellency in Council is willing to leave to local Governments to arrange, with the understanding that provision must, in some way or another, be made for distinguishing between the two classes of expenditure, when that expenditure is calculated for the purpose of determining the amount of the aid to be given by the Government.

March 1867. A. M. MONTEATH.

APPENDICES.

Appendix A.

GRANT-IN-AID RULES FOR BENGAL.

(Passed in March 1864.)

THE Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others and to the funds at the disposal of Government,) will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the Vernacular tongue.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points :—

First.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed monthly expenditure in detail.

Thirdly.—The average number of pupils to be instructed.

Fourthly.—The persons responsible for the management.

Fifthly.—The nature and course of instruction.

Sixthly.—The number and salaries of Masters or Mistresses.

Seventhly.—The nature and amount of aid sought.

Eighthly.—The existence of other schools receiving aid within a distance of six miles.

3. Any school to which aid is given, together with all its accounts, books and other records, shall be at all times open to inspection and examination by any officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not ; and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed:—

(*a.*) The Government will always endeavor so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(*b.*) Grants will be given to those schools only (with the exception of Normal Schools and Girls' Schools) at which fees of reasonable amount are required from the scholars.

(*c.*) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(*d.*) For schools educating up to the University Entrance standard the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(*e.*) For other schools in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(*f.*) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(*g.*) The conditions of every grant will be subject to revision periodically at intervals of five years commencing from the date of sanction.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

GRANT-IN-AID RULES FOR THE NORTH-WESTERN PROVINCES.

(Passed in October 1864.*)*

ARTICLE I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by the Government.

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. Those conditions, generally stated, are—

(1.)—That the school is under competent management.

(2.)—That the funds, on which the local expenditure is based, are stable.

(3.)—That the extended operations, to be brought into play by Government assistance, are justified by the wants of the locality, and by the school accommodation provided.

(3.) *a.*—That schooling-fees are paid by at least three-fourths of the pupils; those exempted from payment being *bonâ fide* indigent; (excepting in cases of Normal, Orphan and Female Schools, in which no tuition fee need be exacted).

IV. Managers of schools desirous of receiving State assistance are, therefore, required to submit, with their application for a monthly grant (the amount being noted) a statement, through the Director of Public Instruction, which shall inform the local Government—

(1).—Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same, it being stated whether such person or persons are resident or non-resident, and how long he or they are expected to be responsible.

(2).—Of the following particulars—

(a).—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for.

(b).—The number, qualifications, and salary of the Teachers employed, or to be employed, there being ordinarily a Teacher for every 30 boys in average attendance.

(c).—The average attendance registered or anticipated.

(d).—The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.

(e).—The scholastic regulations (as to attendance, fees, fines, &c., in force or to be enforced.

(f).—The books studied or to be studied (detailed list).

V. The grant asked for must not exceed, as a general rule, the monthly income noted under *(a)* in the statement defined by Article IV. above.

N. B.—The monthly income may include the amount of fees collected.

VI. The grants, after allotment, are payable month by month from the beginning of the official year next succeeding the submission

of application, provided that the Budget Estimates of the year admit of the expenditure.

N. B.—It is necessary that applications for new grants be registered in the Director's Office before the preparation of Budget Estimates in October.

VII. No grants are made to schools which are not open to examination by the Government Inspectors.

VIII. "The Inspectors are to take no notice whatever of the religious documents which may be taught in any school, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, and to report the results."

IX. The continuance of a grant depends on the favorable report of the Inspector, submitted after his periodical visit before the end of the official year.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(a.)—If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the Inspector.

(b.)—If the teachers have not been regularly paid, or are manifestly incapable.

(c.)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

XI. In every aided school are to be kept, besides the ordinary register of attendance—

(a.)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(b.)—A log-book in which the Managers or the Head Teacher may enter occurrences of an extraordinary nature affecting the interests of the school. No entry once made can be removed or altered except by a subsequent entry of correction, and all entries are to be dated and attested.

XII. The Inspector will call for these books at his annual visit, and will enter in the latter such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII. In cases of special excellence, the Teachers may be rewarded, on the Inspector's recommendation,—such reward to count as an adjunct to the grant for the ensuing year. A certificate of merit will be given to such Teachers at the discretion of the Director of Public Instruction.

In Collegiate aided schools the Students who pass the Calcutta University Examinations will be recommended for Scholarship allowances.

XIV. *Female Education.*—Girls' Schools will receive liberal encouragement on the principles laid down in Article III, so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The inspection of these schools by Government Officers will not, as a rule, be enforced.

XV. *Grants for building and other special purposes.*—Aid is not granted towards the erection of private Schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid laid down in Article III are fulfilled.

XVI. Grants made for building, enlarging, improving, or fitting up schools, do not exceed the total amount contributed for the same purpose by proprietors, residents, agents, or others, within the district where the school is located.

Such contribution may be in the form of—

(*a.*)—Individual subscriptions.
(*b.*)—Allotments from benevolent societies.
(*c.*)—Materials at the market rates.
(*d.*)—Sites given without valuable consideration.
(*e.*)—Cartage.

XVII. The sites, plans, estimates, &c., must be satisfactory to the local Government.

XVIII. The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XV., *et seq.*, above.

XIX. "In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by the Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government."

GRANT-IN-AID RULES FOR THE PUNJAB.

(Passed in June 1865.)

ARTICLE I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by Government, with a view to Government being thus enabled gradually to withdraw, in whole or in part, from the task of direct instruction through Government establishments, in compliance with the hope expressed by the Right Hon'ble the Secretary of State for India, "that private schools aided by Government would eventually take the place, universally, of the several classes of Government institutions."

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. Those conditions, generally stated, are—

(1.)—That the school is under competent management.

(2.)—That the instructive staff is adequate,—there being ordinarily a Teacher for every 30 boys in average attendance.

(3.)—That the funds, on which the local expenditure is based, are stable.

(4.)—That the extended operations to be brought into play by Government assistance are justified by the wants of the locality (due regard being had to the relative requirements of the institutions seeking aid, and to the funds available to meet them), and by the school accommodation provided.

IV. Managers of schools, desirous of receiving State assistance, are, therefore, required to submit, with their application, for a monthly grant (the amount being noted), a statement through the Director of Public Instruction, which shall inform the local Government—

(1.)—Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same,—it being stated whether such person or persons are resident or non-resident, and how long he or they are willing to be responsible.

(2.)—Of the following particulars :—

(a.)—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for. The resources as above may include the amount of school fees collected.

(*b.*)—The number, names, qualifications, and salaries of the Teachers employed or to be employed, and a statement of the total expenditure incurred or to be incurred in the maintenance of the school on its proposed footing.

(*c.*)—The average attendance registered or anticipated.

(*d.*)—The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.

(*e.*)—The scholastic regulations (as to attendance, fees, fines, &c.,) in force or to be in force.

(*f.*)—The books studied or to be studied (detailed list).

V. The grant asked for must not exceed the monthly income or half the expenditure, as noted under Clauses *(a)* and *(b)* respectively of Section 2 of Article IV. This amount is a maximum, and only such portion of it should be given as may be deemed proper, with reference to the circumstances of the case, the funds available, and the general requirements of the province.

VI. The grants, after allotment, will be payable month by month, from the month succeeding each allotment. New grants will not be allotted till it is known that Budget provision is available ; and it is distinctly to be understood that the expenditure on grants-in-aid for the year will be strictly confined within the Budget grant, and that no institution which cannot be provided for within that grant will receive any assistance until the close of the current financial year.

N. B.—It is necessary that applications for new grants be registered in the Director's Office, before the preparation of the Budget Estimates, in October.

VII. No grants will be made to schools which are not open to examination by the Government Inspectors, and in which, with the exception of Female Normal and purely Vernacular Schools, some fee is not taken from at least three-fourths of the scholars.

VIII. The Inspectors are to take no notice whatever, in the case of schools for children of other than Christian parents, of the religious doctrines which may be taught, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results, and to suggest improvements in the general arrangements of the school.

IX. Grants-in-aid will be withdrawn or reduced if, in the opinion of the local Government, the institution does not continue to deserve any or so much assistance from the public revenues.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(*a.*)—If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the Inspector

(b.)—If the Teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts.

(c.)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

(d.)—If from any cause the progress of the school is so unsatisfactory as to make it evident that it does not fulfil the educational objects for which the grant was given.

XI. In every aided school are to be kept, besides the register of attendance, the following books :—

(a.)—An account book, in which all receipts and disbursements of the school shall be regularly entered and balanced from month to month.

(b.)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(c.)—A log book, in which the Managers or Head Teacher may enter occurrences of an unusual character affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of corrections, and all entries are to be dated and attested.

XII. These books will be open to the Inspector at his annual visit, and he will enter in the appropriate place such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII. In case of the excellence of a school being established to the satisfaction of the Director of Public Instruction, by success at such periodical examinations as he may from time to time determine, a special grant may be given not exceeding one month's average expenditure of the school, subject to the general limitation to the effect that the total aid given by the Government in any year shall not exceed half of the total expenditure on the school for that period. Such special grant will count as an adjunct to the grant for the ensuing year, and must be laid out by the Managers in rewards to the most deserving Teachers and Scholars in such manner as they may prefer, unless the particular mode of its distribution is prescribed by the Director of Public Instruction and agreed to by the Managers of the school. Besides making special awards to Teachers from extra grants, the Director may, with the consent of the Managers, bestow certificates of merit on them.

XIV. In purely Vernacular Schools which are unable to comply with all the conditions imposed by the preceding Articles, but which are found to impart adequate elementary instruction, special grants may be awarded from time to time on the recommendation of the Inspector of Schools. But the sum of such special grants to any one purely Vernacular School shall not exceed during the official year one-half the average annual cost of a Government Vernacular School of a similar size and standard.

XV. *Female Education.*—Girls' Schools will receive encouragement on the principles laid down in Articles III and V, so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The inspection of these schools by Government Officers will not, as a rule, be enforced.

XVI. *Grants for building and other special purposes.*—Aid of this sort will not be granted to private schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid, laid down in Article III, are fulfilled.

XVII. Grants made for buildings, or enlarging, improving, or fitting up schools, must not exceed the total amount contributed from private sources for the same purpose, and the full amount will not be given as a matter of course.

Such contributions may be made in the form of—

(a.)—Individual subscriptions.

(b.)—Allotments from benevolent societies.

(c.)—Materials at the market rates.

(d.)—Sites given without valuable consideration.

(e.)—Cartage.

XVIII. The sites, plans, estimates, &c., must be satisfactory to the local Government.

XIX. The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XVI., *et seq.*, above.

XX. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

XXI. To school libraries, and libraries intended for the use of the Native community, grants will be made to such extent as may

seem fitting in each case, and subject to the condition that at least an equal sum shall be contributed towards the object from private sources.

GRANT-IN-AID RULES FOR MADRAS.

(Passed in January 1865.)

GRANTS-IN-AID of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools (so far as the funds at the disposal of Government may admit) which impart a sound secular education, upon the conditions hereafter specified. It will be essential to the consideration of applications for aid that the schools on behalf of which they are preferred shall be under the management of one or more persons, who, in the capacity of Proprietors, Trustees, or Members of a Committee elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for the permanence for some given time.

II. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies, and registers of attendance, to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

III. Except in the case of Normal Schools for training Teachers, and of Female Schools, grants will be restricted to those schools in which a monthly schooling fee, of an amount to be approved by the Director of Public Instruction, and which in general is not to fall below one anna, is paid by at least three-fourths of the pupils.

IV. It will be open to Managers of schools, who desire to obtain grants on the results of periodical examinations of the pupils, to submit their schools to examination according to the standards described in Schedule A. appended to this Notification, and to obtain grants at the rates provided for in Schedule B.

V. In other cases the grants will be made only for specific purposes, and not in the form of contributions in aid of the general expenses of a school; and it will be essential to the payment of the grants that the proportion which, under the following Rules, the Managers are required to contribute for the purpose for which the grants may have been sanctioned shall have been duly paid. Subject to the conditions prescribed in these Rules, a grant, not exceeding in amount the sum contributed by the Managers of a school, will be given in aid of the salary of each School Master or School Mistress who may have obtained a certificate of qualification from the Director of Public

Instruction. A grant, not exceeding one-half of the sum contributed by the Managers of the school, will be given in aid of the salary of each School Master or School Mistress in regard to whom the Managers may satisfy the Director of Public Instruction, either by the report of a Government Inspector of Schools, or by such other means as the Director of Public Instruction may consider sufficient, that the said Teacher is fairly qualified to perform the duties which are entrusted, or which it may be proposed to entrust, to him or her; provided that, in such cases, the amount of the grant to be given shall bear a due proportion to the amounts sanctioned in the following Rules for Teachers holding certificates, and that the exact amount to be assigned in each case shall be determined by the Director of Public Instruction.

VI. The following are the specific objects for which, and the conditions upon which, grants will ordinarily be given :—

1st.—The payment, in part, of the salaries of School Masters and Mistresses.

2nd.—The payment of Normal and certain other Scholarships.

3rd.—The provision of books of reference, maps, &c., and in some cases of school books.

4th.—The establishment and maintenance of school libraries and public libraries.

5th.—The erection, purchase, enlargement, or repair of school buildings.

6th.—The provision of school furniture.

VII. The tests to be passed by teachers to entitle them to certificates shall be of a threefold character :—*The first*, relating to general education, *the second* to theoretical knowledge of school management, and *the third* to teaching power, as practically exemplified by teaching a class in the presence of an Inspector of Schools.

VIII. *Grants to School Masters.*—The certificates to be awarded to School Masters will be of five grades; and, as regards the general education test, candidates for certificates of the first three grades will be required to have passed one of the Madras University Examinations according to the grade of certificate which the candidate may seek to obtain, *viz.* :—

For the 1st grade, the examination for the Degree of B. A.
" 2nd " the 1st Examination in Arts.
" 3rd " the Matriculation Examination.

IX. The general education tests for the 4th and 5th grades of School Masters will be those specified in Schedule C.

X. A certificate of the 1st grade will render the holder eligible to such grant not exceeding the amount contributed by the Managers of the school in which he is employed, as the Director of Public

Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the Managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted himself in the certificate examination:—

A certificate of the	2nd	grade, to a monthly grant not exceeding	Rs.	75.
"	3rd	" " "	"	50.
"	4th	" " "	"	25.
"	5th	" " "	"	10.

Ordinarily the maximum grant will not be assigned to a Teacher on being first employed in that capacity.

XI. In the case of Masters employed in schools intended mainly for European or East Indian pupils, the examination for certificates of the 4th or 5th grades may be conducted in English, and in such cases the language test for the 5th grade shall be that which is prescribed in the Schedule as the English test for the 4th grade.

XII. Graduates of Universities in Europe, America and Australia, and of other Indian Universities, and holders of certificates granted by the Councils of Education in England or Ireland, will be placed in such grades as, in the judgment of the Director of Public Instruction, their attainments and other qualifications may render appropriate.

XIII. *Grants to School Mistresses.*—Certificates for School Mistresses will be of three grades.

A certificate of the 1st grade will render the holder eligible to such grant not exceeding the amount contributed by the Managers of the school in which she is employed, as the Director of Public Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the Managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted herself in the certificate examination:—

A certificate of the	2nd	grade, to a monthly grant not exceeding	Rs.	25.
"	3rd	" " "	"	10.

School Mistresses holding certificates from the Councils of Education in England or Ireland will be placed in the 1st grade, and will be assigned such grants as the Director of Public Instruction may deem proper.

XIV. The general education tests for all grades of School Mistresses will be those specified in Schedule D.

XV. The examination of School Masters, candidates for certificates of the first three grades in the theory of school management, and the examination of all other candidates in all their subjects, will be held once a year in July, or at such other time as may be hereafter appointed.

XVI. All grants-in-aid of the salaries of School Masters and Mistresses will be paid monthly ; their continuance will depend in each case upon the annual report of the Inspector of the division that the school or class under the Masters' or Mistresses' charge has been satisfactorily conducted during the previous year.

XVII. Grants made to elementary schools on the results of periodical examinations of the pupils, as provided for in Schedules A and B., will be paid annually, half-yearly, or quarterly, as the Director of Public Instruction may decide in communication with the Managers of the school, provided that the amount to be given for a single year shall not exceed the rates entered in Schedule B.

XVIII. Scholarship grants will be issued to well-organized Normal Schools conducted by certificated Teachers; each application will be disposed of on its merits.

XIX. Besides the Scholarship grants above mentioned, a certain number of Scholarships will be given each year upon the results of the University Matriculation Examination. These will be tenable for three years, under conditions to be laid down by the Director of Public Instruction, at such colleges or schools as may be so organized as to allow of the holders being educated up to the standard of the B. A. Examination.

XX. Grants for the provision of books of reference, maps, &c., for schools, will be made on the following terms :—

(a).—A grant will be made to every school favorably reported on by the Inspector at rates not exceeding those noted in the margin, provided that a sum equal to the amount of the grant be contributed for the same purpose by the Managers of the school.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 1st grade, at the rate of 10 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 2nd or 3rd grade, at the rate of 8 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 4th or 5th grade, at the rate of 6 annas per head of the average attendance during the preceding quarter.

(b).—No further application for a grant of books of reference, maps, &c., will be complied with for a period of five years from the date of the previous grant.

(c).—After the lapse of five years from the date of the last grant, a renewal grant will be made at rates not exceeding those noted above, and with the proviso already laid down.

(d).—Grants for the provision of books of reference, maps, &c., will be made in money. Applications for such grants must be accompanied by a list of the books required; and, on the Director of Public

Instruction satisfying himself of the propriety of complying with the application, prospective sanction will be given for the issue of the grant, which will be paid on the Government Inspector reporting that the articles have been procured and are ready for use.

XXI. A grant for the provision of school books will be issued to *bonâ fide* pauper schools, at a rate not exceeding 8 annas a head upon the average attendance of the preceding three months,—the Managers of the schools contributing in every case an equal amount. After the expiration of three years, a renewal grant will be issued upon the same terms.

XXII. Grants will be made in aid of school and public libraries to such extent as may seem fitting in each case, and subject to the condition that an equal sum shall be contributed by the Managers.

XXIII. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions:—

1st.—That in each case an equal sum shall be contributed by the Managers of the school for the same purpose.

2nd.—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.

3rd.—That the amount applied for shall not exceed what may be considered reasonable, taking into account the Budget provision for the year, the importance of the school, and any previous grants which may have been issued to the Managers of the institution.

4th.—That the application shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged.

5th.—That previous to the disbursement of the grant, which will be made in two equal portions,—one after the execution of half the work, the other upon the completion of the whole,—it shall be certified by the Inspector of the division, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned by the Director of Public Instruction. Also that, before disbursement, the Managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th.—That, in the event of any building towards the erection, purchase, or enlargement of which a grant may have been made by Government being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be

determined by arbitrators, credit being given for so much of the grant as may bear the same proportion to the whole which the estimated value of the building bears to the total original cost.

7th.—That in such cases the arbitrators shall be three in number, of whom two shall be nominated by Government, and one by the Managers of the school.

XXIV. Grants for the provision of school furniture will be made once in five years, on condition that the Managers of the school shall contribute an equal sum for the same purpose; and that, in the event of the school being permanently closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture towards the supply of which the grant was given at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for the amount of the grant, allowing for depreciation due to wear and tear. All applications for grants must be accompanied by a list of the furniture required. A furniture grant will be paid on the Director of Public Instruction being satisfied that furniture to the full amount proposed to be expended, including both local contributions and the Government grant, has been made up and placed in the school.

XXV. Application for grants-in-aid of Industrial Schools and for other purposes not provided for in this Notification will be disposed of on their merits, each case being determined, as far as possible, by an analogy of the foregoing Rules.

Schedule A.

Standards of Examination.

A.—European and Eurasian Schools.

First (lowest) standard.

1. Reading—Words of one syllable.
2. Writing—Any letter or digital number on a slate.

Second (middle) standard.

1. Reading—Easy child's book intelligibly.
2. Writing—Large-hand fairly.
3. Arithmetic—First four rules.

Third (highest) standard.

1. Reading—(As of a newspaper).
2. Writing—(running hand).
3. Arithmetic.

} Sufficient for a mechanic (or mechanic's wife).

B.—Native Schools.

First (lowest) standard.

Vernacular.

1. Reading—(easy school books) clear and intelligent.
2. Writing—Legible to dictation in the ordinary current hand without gross mistakes.
3. Arithmetic (inclusive of Rule-of-Three), sufficient for market and household purposes.

Second (middle) standard.

Vernacular.

1. Reading—(advanced) and explanation.
2. Writing—Good and correct to dictation.
3. Arithmetic—Complete.

Third standard.

Anglo-Vernacular.

1. English Reading (easy poetry and history).
2. Translation into Vernacular on paper.
3. Writing English to dictation (such as Goldsmith's History of England) without three gross mistakes.
4. Arithmetic (complete) and Mensuration.

Schedule B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

A.—European and Eurasian Schools.

		Hill Schools.	Schools in the Plains.
		Rs.	Rs.
To each pupil passed under ...	1st standard	4	2
	2nd "	8	5
	3rd "	12	10

B.—Native Schools.

		Rs.
To each pupil passed under ...	1st standard	2
	2nd "	5
	3rd "	10

Schedule C.

Writing Tests for School Masters' Certificates.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
4th Grade.	*English.*—2nd and 3rd books of Lessons, Madras School Book Society— Selections in Poetry, No. 1. Grammar (an elementary knowledge). *Tamil.*—3rd book of Lessons, Public Instruction Press. Panchatantra. Pope's Poetical Anthology. Nannul (by Savundranaiyagam Pillai) Verbs and Syntax. Pope's 2nd Grammar. *Telugu.*—3rd book of Lessons, Public Instruction Press. Niti Chendrika. Nala Charitra. Venkiah's Grammar. Chinniah Suri's Grammar.—Chapters on Karaka and Samasa. *Canarese, Malayalam, and Ooriya,* in accordance with Tamil and Telugu as far as practicable. *Arithmetic.*—Colenso's generally, omitting Duodecimals, Cube-root and Stocks. Also the chief Indian Weights and Measures. *Geometry.*—Euclid, Book I. *History.*—Morris's History of India (generally). Brief Sketches of Europe. *Geography.*—The Manual. Asia and India in particular; general notions regarding the World and the outlines of Europe. *Method.*—Fowler's Work, or Murdoch's Hints. *N. B.*—Very discreditable writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	The examination in the non-language subjects will be, in general, conducted in the Vernaculars.
5th Grade.	*Tamil.*—2nd and 3rd Readers, Public Instruction Press, Panchatantra, Part I. Pope's Catechism of Grammar. *Telugu.*—2nd and 3rd Readers, Public Instruction Press, Panchatantra, Part I. Sheshaya's Grammar. *Canarese, Malayalam and Ooriya,* in accordance with Tamil and Telugu. *Arithmetic.*—Four Simple and Compound Rules, with the principal Indian Weights and Measures. *History.*—Brief Sketches of Asia. *Geography.*—India in general, with the Madras Presidency in particular; general notions of the World, and outlines of Asia. *N. B.*—Fair proficiency in hand-writing, making of figures, and spelling will be required.	

Schedule D.

Writing Tests for School Mistresses' Certificates.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
1st Grades.	*English.*—Selections in English Poetry, No. 2. " " Prose. Grammar, as in Sullivan or McLeod. *Tamil.*—3rd book of Lessons, Public Instruction Press. Pope's Poetical Anthology. Pope's 2nd Grammar. *Telugu.*—3rd book of Lessons, Public Instruction Press. Vemana Selections. Venkiah's Grammar. *Canarese, Malayalam* and *Ooriya,* to agree with Tamil and Telugu as far as practicable. *History.*—Morris's India and England. *Geography.*—Manual. *Arithmetic.*—Colenso's, but omitting Compound Proportion, Duodecimals, Cube-root and Stocks. *Method.*—Fowler's Work, or Murdoch's Hints. *Needle-Work.*—Ability to cut out and make up a shirt or jacket. *N. B.*—Very discreditable writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	
2nd Grade.	*English.*—2nd and 3rd books of Lessons, Madras School Book Society. Selections in Poetry, No. I. Grammar (elementary knowledge). *Tamil.*—3rd book of Lessons, Public Instruction Press. Pope's Poetical Anthology. Catechism of Grammar. *Telugu.*—3rd book of Lessons, Public Instruction Press. Vemana Selections. Sheshaya's Grammar. *Canarese, Malayalam* and *Ooriya,* to agree with Tamil and Telugu as nearly as practicable. *History.*—Brief Sketches of Europe and Asia. *Geography.*—Manual, Europe and Asia generally ; India in particular. *Arithmetic.*—Colenso's, including Vulgar Fractions and Simple Proportion, but omitting Decimals, as well as what is not required for 1st grade. *Method.*—Fowler's Work, or Murdoch's Hints. *Needle-work.*—Ability to make up a shirt or jacket which has been cut out. *N. B.*—Very discreditable writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	
3rd Grade.	*Tamil.*—1st and 2nd Readers, Public Instruction Press. *Telugu.*— " " So in other languages. *Geography.*—India, outlines of Asia and general notions of the World. *Arithmetic.*—Four Simple and Compound Rules. *Needle-work.*—Ability to hem neatly. *N. B.*—Fair proficiency in hand-writing, making of figures, and spelling will be required.	

PROVISIONAL REVISED GRANT-IN-AID RULES FOR BOMBAY.

(*Passed in February* 1866.)

AID will henceforward be experimentally given to schools under recognized management in accordance with the following Rules, which supersede those published in the *Government Gazette* of the 8th June 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision as experience may show to be needed :—

I. The Managers of schools who may be desirous of receiving aid from the State must, on their first application, be registered in the Office of the Director of Public Instruction, at least six months before the commencement of the official year then next following.

II. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C.), which must afford full information on the points enumerated.

III. All registered schools will be inspected once, during the official year, by the Government Inspecting Officer, who will give notice to the Managers beforehand of the probable time of examination.

IV. Provided that, if the Inspecting Officer on his visit shall consider the arrangements of any schools to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and the school Managers.

V. The Inspecting Officer will examine all the pupils submitted to him according to the standard for which they may be respectively presented (see Schedule A.), and will furnish the Managers with a certificate of the number of pupils passed by him under each standard, and of the number entitled to capitation.

VI. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous twelve months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

VII. It is to be understood that no pupil, except in European and Eurasian Schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

VIII. No pupil will be examined, or have his attendance counted, in calculating the average attendance, who is below 6 or above 22 years of age.

IX. After each examination the Managers should forward to the Educational Inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B., accompanied by the certificate mentioned in Rule V.

X. Grants for matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the Managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boys' attendance at the school.

XI. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these Rules. But this provision is not in any way meant to affect the allowances made by the State to soldiers' orphans.

XII. Aid may also be granted under the above Rules to such private schools as are considered by the Educational Department to be under proper management.

XIII. All schools receiving aid from the State under the above Rules will be required to furnish all returns called for by the Government of India.

XIV. It is to be clearly understood that grants cannot be claimed under the above Rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

Schedule A.

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I.—Standard—

1st head—Multiplication Tables and Simple Addition.
2nd „ —Reading, easy child's book, and writing words of one syllable.

II.—Standard—

1st head.—Arithmetic, first four rules.
2nd „ —Reading easy narrative.
3rd „ —Writing, large hand.

III.—Standard—

1st head.—Arithmetic to Rule-of-Three inclusive.
2nd „ —Writing, fair small hand.
3rd „ —(*a.*) Repetition of 100 lines of easy poetry.
(*b.*) Reading as of a newspaper.
4th „ —Writing to dictation from the same.

IV.—Standard—

1st head.—Mathematics—

(*a.*) Arithmetic to Vulgar and Decimal Fractions.
(*b.*) Euclid to the 10th Proposition, 1st Book.
(*c.*) Algebra up to Multiplication and Subtraction.

2nd „ —English—

(*a.*) Reading and explanation of easy English classics.
(*b.*) Recitation of classical poetry, 300 lines.
(*c.*) Dictation, including hand-writing.
(*d.*) Grammar, rules of Syntax.

3rd „ —Second language, *i. e.*, either Latin, Sanscrit, or any Vernacular language.

Written translation into English of easy sentences.

V.—Standard—

1st head.—Mathematics—

(*a.*) Arithmetic, complete with Mensuration.
(*b.*) Euclid, 1st Book, with Simple Deductions.
(*c.*) Alegebra to Simple Equations.

2nd „ —English—

(*a.*) Paraphrase of English poetry.
(*b.*) Grammar and analysis of sentences.
(*c.*) Composition on a given subject.

3rd „ —Second language, *i. e.*, either Latin, Sanscrit, or any Vernacular language.

Written translation into English from any ordinary school book, and *vice versâ.*

VI.—Standard—

Matriculation in the University of Bombay.

N. B.—Under each of the 3rd, 4th, and 5th standards pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I.—Standard—

1st head.—Arithmetic—Four simple rules.

2nd „ —English—

(*a.*) Reading of 1st and 2nd books, with explanation.
(*b.*) Spelling, easy words.
(*c.*) Writing, large hand.

3rd „ —Vernacular.

(*a.*) Reading 3rd book, with explanation.
(*b.*) Writing easy words.

II.—Standard—

1st head.—Arithmetic—Reduction and four Compound Rules.

2nd „ —English—

(*a.*) Reading and explaining 3rd book.
(*b.*) Writing half text.
(*c.*) Grammar.—Parts of speech.
(*d.*) Written translation into English of easy sentences.

3rd „ —Vernacular.

(*a.*) Reading 4th book, with explanation.
(*b.*) Writing.
(*c.*) Grammar, Declensions and Conjugations.

III.—Standard—

1st head.—Arithmetic—To Simple Proportion and Interest inclusive.

2nd „ —English—

(*a.* Reading 4th book, with *vivâ voce* explanation in English or Vernacular.
(*b.*) Parsing easy sentences.
(*c.*) Writing, fair small hand.

3rd „ —Vernacular—

(*a.*) Reading senior school books, with explanation.
(*b.*) Writing easy sentences to dictation.
(*c.*) Easy parsing.
(*d.*) Written translation into English from any ordinary school book.

IV.—Standard—

1st head.—Mathematics—

(*a.*) Arithmetic up to Compound Proportion and Vulgar and Decimal Fractions.

(*b.*) Euclid. To the end of the 10th Proposition, 1st Book.
(*c.*) Algebra, Multiplication and Subtraction.

2nd „ —English—

(*a.*) Reading senior school books, with explanation.
(*b.*) Dictation, including hand-writing.
(*c.*) Grammar, common rules of Syntax.

3rd „ —Vernacular—

(*a.*) Translation from English into Vernacular, or *vice versâ*, of any senior school book.
(*b.*) Writing to dictation from the same.
(*c.*) Grammar and analysis of sentences.

V.—Standard—

1st head.—Mathematics—

(*a.*) Arithmetic, complete.
(*b.*) Euclid, 1st Book, with Simple Deductions.
(*c.*) Algebra, to Simple Equations.

2nd „ —English—

(*a.*) Reading and explanation of the simple English classics.
(*b.*) Paraphrase.
(*c.*) Grammar and analysis of sentences.

3rd „ —Vernacular—

(*a.*) Translation from English into Vernacular, or *vice versâ*.
(*b.*) Paraphrase of Vernacular poetry taken from ordinary school books.
(*c.*) Vernacular grammar and idioms.

VI.—Standard.—Matriculation—

N. B.—The examination under the IVth and Vth standards will be conducted in English.

For Vernacular Schools.

I.—Standard—

1st head.—Arithmetic, Addition and the Multiplication Tables.
2nd „ Writing syllables.
3rd „ Reading 1st and 2nd books.

II.—Standard—

1st head.—Arithmetic, four simple rules.
2nd „ —

(*a.*) Writing, simple words.
(*b.*) Reading and explanation of 3rd book.

III.—Standard—

1st head.—Arithmetic up to Rule-of-Three.
2nd „ —Writing to dictation from a senior school book.
3rd „ —Reading and explanation of 4th book.

IV.—Standard—

1st head.—Arithmetic, complete.
2nd „ —Vernacular writing from dictation.
3rd „ —

(*a.*) Reading current Vernacular literature, including newspapers.
(*b.*) Paraphrasing Vernacular poetry taken from ordinary school books.

4th „ (*a.*) Vernacular grammar.

N.B.—Portuguese schools will be entitled to the same grants as Vernacular and Anglo-Vernacular schools. As regards these, the words "Portuguese," and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-Vernacular.

Schedule B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For European and Eurasian Schools.

The total grants obtainable under this Schedule are greatly in excess of the amounts under the old Schedule.

	1st head.	2nd head.	3rd head.	4th head.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
I.—Standard ...	5	5	0	0	10
II. „ ...	5	5	5	0	15
III. „ ...	10	5	5	5	25
IV. „ ...	20	15	15	0	50
V. „ ...	30	30	30	0	90
VI. „ ...	(Matriculation)		...	...	150

In addition to the above, in the case of girls, Rs. 5 under the II. standard, and Rs. 10 under the III. standard, may be awarded for good plain needle-work.

For Anglo-Vernacular Schools.

The total grants obtainable under this Schedule are greatly in excess of the amounts under the old Schedule.

	1st head.	2nd head.	3rd head.	Total.
	Rs.	Rs.	Rs.	Rs.
I.—Standard	2	2	2	6
II. „	3	3	3	9
III. „	4	4	4	12
IV. „	7	7	7	21
V. „	10	10	10	30
VI. „	...	...	...	100

With capitation allowance of Rs. 2 on the average attendance of pupils during the year.

For Vernacular Schools.

	1st head.	2nd head.	3rd head.	4th head.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
I.—Standard	0	0	0	0	1
II. „	1	1	0	0	2
III. „	1	1	1	0	3
IV. „	1	1	1	1	4

With capitation allowance of 8 Annas on the average attendance of pupils during the year.

N.B.—No capitation allowance will be granted to private schools admitted to aid under Rule XII; nor will any school be entitled to capitation allowance as an Anglo-Vernacular School which does not pass pupils up to the 3rd Anglo-Vernacular standard.

Schedule C.

FORM I.

For Schools under recognized management.

1.	2.	3.	4.	5.	6.
Locality.	Description of School.	Persons responsible for its management.	Average annual expenditure on secular education.	Probable number of pupils that will be presented for examinaton under each standard at the Inspection or Matriculation Examination during the year for which a grant is requested.	REMARKS.

FORM II.

For Private Schools.

1.	2.	3.	4.	5.	6.	7.	8.
Locality.	Description of School.	Date of establishment.	Names, ages, and places of education of the Master and Assistant Masters.	Total amount of fees annually received for instruction.	Probable number of pupils that will be presented for examination under each standard at the Inspection or Matriculation Examination during the year for which a grant is requested.	Names, and places of abode, &c., of parties to whom reference may be made.	REMARKS.

GRANT-IN-AID RULES FOR OUDE.

(Passed in November 1864.)

I. The local Government, at its discretion and upon such condition as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise to any school under adequate local management, in which a

good secular education is given through the medium either of English or the Vernacular tongue. The erection, enlargement, and repairs of school-houses are included among the objects for which aid may be given. Whenever a building grant is asked for, it must be borne in mind that a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

II. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

III. In respect of any such school for which application for aid is made, full information must be supplied on the following points :—

Firstly.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed monthly expenditure in detail.

Thirdly.—The average number of pupils to be instructed.

Fourthly.—The persons responsible for the management.

Fifthly.—The languages and subjects included in the course of instruction.

Sixthly.—The number and salaries of Masters and Mistresses.

Seventhly.—The nature and amount of aid sought.

Eighthly.—The existence of other schools receiving aid within a distance of six miles.

IV. Any school to which aid is given, together with all its accounts, books and other records shall be at all times open to inspection and examination by any officer appointed by the local Government for the purpose.

V. Girls' Schools will receive liberal encouragement on the above principles; but the inspection of the schools by Government Officers will not, as a rule, be enforced.

VI. The Government will not interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be for any considerable period unfavorably reported upon in this respect.

VII. In giving grants-in-aid the following principles will be observed :—

(a).—The Government always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(b).—Grants will be given to those schools only, with the exception of Normal Schools and Girls' Schools, at which *some fee* is required from at least two-thirds of the scholars.

(c).—The Government grant will not in any case exceed the expenditure defrayed by contributions from private persons and *bodies*.

VIII.—It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

IX. The Inspectors shall not make any enquiry, in the course of their periodical inspection, into the religious doctrines which may be taught at the schools, but will understand that their duty is strictly confined to matters concerning the secular purposes of the school.

GRANT-IN-AID RULES FOR THE CENTRAL PROVINCES.

(Passed in March 1865.*)*

PART A.—*Rules applicable to Schools for General Education.*

I. The local Government, at its discretion and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium, either of English or the Vernacular tongue, to males or females, or both, and which is under adequate local management.

II. In respect of any such school for which application for aid is made, full information must be supplied on the following points :—

1*stly*.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

2*ndly*.—The proposed average annual expenditure on the school.

3*rdly*.—The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

4thly.—The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5thly.—The nature and course of instruction that will be imparted.

6thly.—The number, names, and salaries of Masters and Mistresses, and subjects taught by each. (In the case of schools whose establishment is contingent upon the reception of a grant-in-aid, this information will be furnished so soon as the school is opened.)

7thly.—The books to be used in the several classes of the school.

8thly.—The nature and amount of aid sought, and the purpose to which it is to be applied.

III. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its current account and lists of establishment and scholars, by any officer appointed by the local Administration for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

IV. The Government will not, in any manner, interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results, whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be for any considerable period unfavorably reported upon in this respect.

V. In giving grants-in-aid, the Government will observe the following general principles: Grants-in-aid will be given to those schools only (with the exception of Normal and Female Schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI. No grant will, in any case, exceed in amount the sum expended on the instruction from private sources, and the Government will always endeavor so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

VIII. When the inhabitants of any town desire to establish a department in connection with any Zillah or Town School, for instruction in any science or language not included in the curriculum of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX. One of the objects contemplated in Rule V. is the erection by private persons of suitable school-houses. With regard to the application for a building grant, the following Rules are to be observed:—

I.—The Inspector of Schools must declare that he believes that there is a necessity for a school building in the locality proposed.

II.—A plan and estimate of the building must be approved of by the Inspecting Authority and the Director of Public Instruction.

III.—The site must also meet the approval of the Inspector.

IV.—The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.

V.—In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by Government being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

	1	2	3	4	5	6	7	8	
Name of the School.	Pecuniary sources on which the School depends.	Average annual expenditure on the School.	Average number of pupils instructed, the ages and the average daily attendance at the School.	The persons responsible for the management and permanence of the School, and the time they will continue so.	The nature and course of instruction imparted.	Number, names, and salaries of Teachers, and subjects taught by each.	Books in use in the several classes of the School.	Amount of aid sought for.	REMARKS.

PART B.—*Rules for Training Colleges.*

I. Before a grant-in-aid for a Training College can be given, the Director of Public Instruction must determine that such an institution is necessary for the district in which it is proposed to be established.

II. A Normal School shall include—

1*stly*.—A school for training adults.

2*ndly*.—A practising department in which Masters under training may learn to exercise their profession.

III. No grant shall be made to a Normal School, unless the Director of Public Instruction is satisfied with the premises, management and staff.

IV. To every adult of more than 18 years and of good moral character, who shall sign a declaration that he intends *boná fide* to adopt and follow the profession of a School Master, and that he will submit to the discipline of the school, and also shall pass an examination prescribed by the department, the sum of Rs. 4 per mensem will be paid. This grant will continue for one year only; and should the School Master infringe any of the conditions of his declaration, he will be required to re-pay to the State all the money that he has received, together with 1 Rupee a month during the time he was in attendance for schooling fees. A clause to this effect will be inserted in the declaration.

V. As the demand for School Masters is limited, stipends will not be paid to more than 30 pupils at any one Normal School.

VI. At the end of the year all the stipendiary pupils of the Normal School will undergo an examination in the theory and practice of their profession, and in certain subjects to be prescribed by the Educational Department.

VII. For every man who shall pass the test prescribed for Town School Masters, the Normal School Masters shall receive the sum of Rs. 50; and for each of those who pass the test prescribed for Village School Masters, Rs. 25 shall be paid.

VIII. The Normal School Masters shall receive no payment for any man who has been less than one year under instruction, and who shall not have attended school for at least 200 days.

IX. Grants-in-aid will be given to the practising school in the same manner, and on the same system, as to Vernacular indigenous schools.

X. To enable Normal School Masters to procure the necessary school furniture and educational apparatus, an advance of one-half of the outlay on these materials will be made. The advance will be adjusted at the end of one year.

XI. At Normal Schools where English is taught, and men are prepared for Zillah Schools, double the rates prescribed in Rule VII. shall be paid on the students under training passing the necessary examination.

XII. The State will, in every case, contribute one-half of the expense incurred on the erection of a Training College, after an approved pattern,—the building so erected being regarded as subject to the conditions specified in Section 5 of IX. of the Rules (A.) applicable to Schools for General Education.

XIII. Double the rates contained in paragraph 7 will be paid for trained School Mistresses. Their subsistence allowance, whilst under instruction, will be the same as that allowed for men.

PART C.—*Rules for indigenous Schools.*

I. To money provided locally for school buildings, furniture, &c., Government will add an equal sum—

(1).—Provided that building sites be approved of by the Deputy Commissioner.

(2).—Provided that the house be made over to Government, when the object for which the grant was made ceases to exist.

II. For each boy who passes an examination, according to the 1st or lowest standard, as noted at the end of these Rules, the Teachers shall receive payment at the rate of one anna per mensem—

(1).—Provided that the pupil is not more than 10 years of age.

III. For each boy who passes an examination according to the 2nd standard, the Teacher shall receive payment at the rate of two annas per mensem—

(1).—Provided that the pupil is not more than 12 years of age.

IV. For each boy who passes the examination prescribed by the 3rd standard, the Teacher shall receive payment at the rate of three annas per mensem.

V. For each boy who passes the examination prescribed in the 4th or highest standard, the Teacher will receive payment at the rate of four annas per mensem.

VI. No Teacher will receive payment for any boy who shall not have attended his school for a period of six months prior to the examination, and payment will be made for the period the boy may have been in the school.

VII. The same scale of payment will not be made for any boy for more than two successive years.

VIII. If a boy fails to pass all subjects of the accompanying tests, no allowance will be paid to the School Master for the pupil so failing.

IX. The Teacher shall keep a register of admittance according to prescribed form.

X. At the recommendation of the Examiner, a portion of the total payment, and not exceeding one-fourth, will be given to the Teacher in the shape of maps and books.

XI. On the first examination, after the promulgation of these Rules, payment will be made for the previous twelve months: but future payments will be calculated from the date of the former examination. Such examinations will be annual.

XII. No Master shall receive payment for more than 50 pupils, unless he keeps an Assistant or Pupil Teacher for every 25 boys above 50.

XIII. In the case of Girls' Schools, the payments mentioned in Rules II., III., IV. and V. will be doubled.

Revised curriculum of studies prescribed for the examination of Scholars in indigenous Schools.

	Standard I.	Standard II.	Standard III.	Standard IV.
Reading ...	Easy narrative	A paragraph from an elementary reading book used in a Government Village School.	A few lines of prose or poetry from a reading book used in the 1st class of a Government Village School.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing ...	Copy in manuscript character, a line of print.	A sentence slowly dictated once, by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the 1st class of a Government Village School.	Letter.
Arithmetic	Form, on black board or slate from dictation, figures up to 100; name at sight figures up to 100; add and subtract figures up to 100 orally from examples on black board, and the Multiplication Table up to 12.	A sum in any simple rule as far as Short Division (inclusive).	A sum in the four simple and compound rules as far as Division.	A sum in Rule-of-Three and in the four simple and compound rules.

GRANT-IN-AID RULES FOR BRITISH BURMAH.

(Passed in August 1864.)

The Grant-in-aid Rules for British Burmah are the same as those for Bengal, with the modifications indicated in the following letter from the Chief Commissioner of British Burmah, dated the 23rd July 1864:—

"I have the honor to acknowledge the receipt of extract from the Proceedings of the Government of India, in the Home Department, No. 585, dated the 22nd of May last, together with copies of the various Rules under which grants-in-aid are now made to schools.

(b).—'Grants will be given to those schools only (with the exception of Normal Schools and Girls' Schools) at which fees of reasonable amount are required from the scholars.'

(c).—'For other schools, in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.'

"2. With reference to education in British Burmah, I beg to state that the revised Rules, recently promulgated in Bengal, appear to me to be well adapted to British Burmah with two exceptions. The exceptions are the Rules noted in the margin. The reasons why I do not wish to include them in the Rules for grants-in-aid to schools in British Burmah are as follow:—

"3. Hitherto grants-in-aid have been made exclusively to schools established and supported by Missionary Societies at the towns and stations. But it is now proposed to extend the grants-in-aid to Village Schools. Now it will not be easy to establish regular fees in such schools. The parents of the scholars will support the Master by presents in kind; but, if fees are rigidly to be established, I fear the usefulness of the grants-in-aid would be very much restricted.

"4. Further, I look forward to the time when the Buddhist monks, who instruct children in their monasteries as a part of their duty, will accept books on Astronomy, European History, and other subjects to be used as a recognized portion of the course of instruction in their monasteries. Some Buddhist priests who have been educated in our schools have told me that they would have no objection to such a plan. But fees from scholars in such cases could not be expected, and no grant-in-aid could properly be accepted on such conditions. The children are instructed, as a matter of religious duty, according to the rules of the Buddhist monks when they take their vows. They depend for their support on the voluntary alms of their flock.

"5. Under the circumstances, I beg to request that His Excellency the Governor General in Council will be pleased to allow me to adapt the revised Rules for Bengal to British Burmah, with the modifications above mentioned. I may also add that the sixth heading of Rule II., as per margin, will have either to be modified, or to be applied in practice, with reference to the foregoing remarks."

'Sixthly—The salaries of Masters,' &c.

Appendix B.

RULES FOR THE GRANT OF AID TO SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN—COMMONLY KNOWN AS THE RULES CONTAINED IN "LORD CANNING'S MINUTE OF OCTOBER 1860."

Statement by the BISHOP OF CALCUTTA *on the subject of Schools for European and Eurasian children in India (for circulation in the United Kingdom).*

RAVENSWOOD, SIMLA, *30th July* 1860.

Considering the interest which has lately been shown in every subject connected with India, and the general acknowledgment that Englishmen have no more pressing national duty than to promote the good of a people providentially committed to their trust, no apology is necessary for bringing to their notice one of the greatest wants of this country, especially as it is one which, from its simplicity, is very likely to be overlooked among enterprises of wider and more exciting importance.

Whatever may be our hopes of benefiting the Natives of India by direct missionary efforts, by education, by good government, and by contact with European thought, it is quite certain that the conduct and character of the Christians settled among them must have the most direct influence on their estimate of Christianity and western civilization. If a generation calling itself Christian, and descended wholly or partly from European parents, grow up in ignorance and evil habits, the effect on the Heathen and Mahomedan population will be most disastrous.

But besides this obvious evil, it is nothing less than a national sin to neglect a class who are our fellow Christians and fellow subjects, whose presence in India is due entirely to our occupation of the country, but who, unless real efforts are made for their good, are in great moral and spiritual danger.

The class to which I refer consists of a large number of persons of European or mixed descent, some employed by Government in the uncovenanted service, others seeking a livelihood from some of the sources of profit which are now opening in the country, for whose children there are no adequate means of education; when these children are of wholly European origin, they could not be properly reared in the plains, even though efficient schools existed there; when they are Eurasians, they would at least be much benefited in many ways by removal to the hills.

As my evidence on this subject may be undervalued from my short residence in the country, I think it well, before I state what has been done, or what we are desirous to do for the education of such children, to cite the testimony of men of experience who have addressed either to myself or to my Chaplain letters in answer to a circular which I lately issued on the subject. The following are extracts from these letters, all written by persons who have lived long in India, who are holding important situations under Government, and are well acquainted with the circumstances and wants of the class in question :—

I. *From the Commissioner of a Division in the North-Western Provinces.*—The question is, indeed, one of vital importance, and those who are thrown among the class of writers, and see boys and girls growing up among Native servants, in most cases picking up a very imperfect acquaintance with the English language but too well instructed in things which it would be better if they never knew, have long felt the urgent necessity of providing them with schools. The great obstacle to the success of any *local* scheme in India is the absence of permanent residents, and therefore the want of a permanent foundation ; we seldom have the same society for many months together. Those who are in a position to afford the largest pecuniary aid are generally approaching their period of retirement from the service, and the customary changes of appointment or promotion are perpetually breaking up the society in Indian stations. For this reason, I think that the comprehensive scheme proposed by the Bishop will meet with general support. The class of people who require most looking after are writers who receive on an average from Rs. 100 to 150 per mensem. It is a very numerous body, and where there are several children, the cost of necessaries under the most economical management will leave a very small margin for education, and on the other hand it is a great object to remove them from intercourse with Natives, which is attained by the proposal to place the school in the Himalayas.

II. *From a Member of the Sudder Board.*—There are immense hindrances in the way of establishing an efficient and permanent school. Society is so flitting, and the resources and income of a school are so uncertain that unless it be taken in hand by some permanent body, and has a main, spring of existence beyond a local committee, it is vain to hope for the establishment of an efficient institution—meanwhile the young are "perishing for lack of knowledge." The Christian reader's scheme, originated by your Lordship when you were at Allahabad, promises to be useful for visiting and instructing the lower classes and the Europeans, &c., attached to the Railway at Kuchpoorwa ; but there is no school for their children, and, until such is available, we cannot but expect the rising generation to grow up careless, ignorant, and unchristian.

III. *From a Commissioner.*—It will give me very great pleasure to carry out to the best of my ability your Lordship's wishes, and I trust that the result of my enquiries may be, in some degree, equal to the importance of the object in view. At present, for want of some institu-

tion of the kind contemplated, many of the sons of our uncovenanted officers are educated by Jesuits, not because the parents are hostile to our Church, but from absolute dearth of schools conducted on Church principles at a moderate cost. Your Lordship will probably find it necessary to have two schools, one accessible to the residents of the Cis and Trans-Sutlej, and the other for the North-Western Provinces; and in each school it will perhaps be advisable to have a higher and lower departments, under one Principal, but at a different rate of yearly payment.

IV. *From the Principal of a Government College.*—I am extremely happy to hear of the movement which the Bishop is making to establish good schools for the children of European parents. That the want is a real one is apparent to all who have had much opportunity of being acquainted with boys brought up in this country. I confidently hope and believe that His Lordship's efforts will be largely responded to. Certainly few objects can be more worthy of the support of all Christian residents in India and well-wishers of the country. Whilst so many direct efforts are made for Christianizing and improving the people around us, it is too often forgotten how enormously important, with reference to this work, is the indirect or unconscious influence of the resident Christian population, more powerful perhaps, or rather *certainly*, one way or other, than all the missionary labors in the country; and thus, for the sake of those around us, as well as for our own, whilst we urgently need for the present generation a large increase to the spiritual agency at work among the adult Christian residents, both the present and succeeding generations, Christian and Heathen, will, under the blessing of God, reap the benefit of such schools as His Lordship has proposed.

V. *From a Chaplain in the Punjab.*—I return the Bishop's papers, and am sorry that but few have put down their names as able and willing to send their children to school. But this is not a proof of any indifference to the subject, for the want is so universally felt that few who could at all afford it would refuse to avail themselves of such an opportunity for the education of their boys. Several have withheld their names from the idea that it is a prospect too remote to be of much interest to them personally; but there is every thing to encourage the Bishop in the good work, and many in this station would resort to such a school if once established.

VI. *From a Deputy Commissioner.*—Knowing that such a school is the crying want of India, as far as the clerks and that class of society are concerned, I warmly second the Bishop's project myself, and hope that he may be able to establish a good school in the hills, to the support of which I shall gladly contribute. There are several clerks here with families; their children are growing up; they can never hope to send them to England; and I do not know to what school they can send them in India. They would be glad enough to send them if a good and cheap school were established, but men of this class are unable to assist in carrying out such a project. As regards

the rates of schooling, Rs. 10 per mensem should be the lowest, and Rs. 30 per mensem the highest.

VII. *From a Judge.*—Does the Bishop fully appreciate the slender means of the public on whose behalf he proposes, the school? He must have an endowment, providing for a certain number of poor scholars annually; and I think that 10 per cent. of income is all that can be expected from a clerk for the education of one child, 15 per cent. for two, and 20 per cent. for three. The average income of people sending their children to such a school as is required in India would be under Rs. 200 a month.

VIII. *From a Commissioner.*—As the seat of Government, Allahabad has drawn to itself the miscellaneous homeless Christian population whom the rebellion rendered dependent on the Government, or on charity; among these are widows and orphans of mixed blood who, in many cases, speak Hindoostanee only,—a large and much neglected class. There are persons so ignorant of the first principles of Christianity (though nominally Christians) as to be utterly unable to teach their children. There are no schools for them; no one has time to do more than relieve their temporal wants, and the consequence is that many lapse into Mahomedanism, or lead lives which shock the professors of any religious belief. We are utterly helpless as to dealing with this evil; many cases have come under my notice in consequence of applications for pensions when husbands and fathers were killed during the mutiny, in which whole families of children, unable to speak a word of English, and utterly uninstructed, growing up in the city among Mahomedans and idolators, are learning all that is bad. The probable future of the girls especially is painful to contemplate.

IX. *From the Director of Public Instruction in the Punjab.*—The object should be to found schools in the Himalayas for the children of European and Eurasian residents in India of the poorer classes. If for Rs. 10 or Rs. 15 a month a child could be boarded, clothed, and really well educated at a good school in the hills, where he would live in a healthy instead of a debilitating climate, and would at all times associate with boys of his own class instead of running wild among Natives of the lowest order, where he would be brought up in a healthy moral atmosphere, and freed from the many pernicious influences which would be acting on his youthful mind elsewhere, I cannot imagine that there would be any lack of candidates for admission. In founding such a school we could not do better than take that admirable institution the Lawrence Asylum at Sunawur for our model. It provides for the care and education of 500 children of soldiers, and what is now wanted is just such another asylum for the children of the poorer non-military classes. And by means of Government aid and private liberality, I should hope that the cost to the parents of each child at such an institution might be reduced to sums varying from Rs. 10 to Rs. 15 a month, according to circumstances. The prime object must be to raise by private donations and subscrip-

tions the requisite funds for buildings capable of accommodating say 100 children for with that number the experiment can be fairly made, and it will soon be evident how far the success attending it warrants its further extension. Considering that the object in view is directly to aid the hard-working classes of Government servants in educating their families, and indirectly to raise up a most efficient body of candidates for subordinate Government employ, it is pretty certain that Government aid will not be withheld; and if the nature of the school be once clearly defined, and the really useful and benevolent aim of its promoters be only properly understood, there seems every prospect of the project meeting with liberal support from the English public both in India and at Home.

To these testimonies I may add an extract from the Report of the Select Committee on European Settlement and Colonisation in India, ordered by the House of Commons to be printed, 9th August, 1859:—

"It has been suggested that asylums, like those founded by the lamented Sir Henry Lawrence, might be advantageously formed on the hills, where in a climate like that of our own country, children might be trained with a special view to the practical improvement of India, and to the acquisition of a knowledge of the people and the country. Mechanics and practical agriculturists are much wanted in India. The planters state that young men acquainted with the Native languages are much required for their establishments. Thus educated, they might also be employed for extending the commerce and manufactures of Great Britain and Europe in the East."

The above extracts are quoted as going more or less into detail, but they are a very small number of the expressions of sympathy and promise of co-operation which I have received, either in writing or conversation, from persons whose judgment is of the greatest value. They are all from the letters of Government officers in the Punjab or North-West; for although I have been strongly urged to try to establish a school for Bengal at Darjeeling, yet, as there are good schools in Calcutta, I thought that this object, however desirable, might be postponed till the wants of the Upper Provinces were in some degree supplied. The extracts prove three points in particular—(1) that the want of education is most real and pressing; (2) that it can only be supplied by the munificence of those who care for India; and (3) that there is abundance of secular employment open for well educated persons in this country, while we might hope that some trained in a good school in the hills, and transferred in early manhood to the foundation of Bishop's College, might, in their turn, by God's blessing, become useful as school masters and as ministers of the Anglo-Indian Church.

The want, to the reality of which such ample testimony is borne, was first brought to my notice before I arrived in my Diocese, by letters from some of my Clergy. It appeared that a proposal had been set on foot in 1857 by Mr. McLeod, the Financial Commissioner of the Punjab, for the establishment of a school at Lahore, and active steps were being taken for this object, when the mutiny broke out, and the

scheme was necessarily suspended; the very small amount of subscriptions actually collected for this school was subsequently handed over to me for a school in the hills.

Before the day of general thanksgiving for the suppression of the mutinies, July 23rd, 1859, I issued a pastoral letter to the Clergy of the Diocese, proposing that a collection should be made in all English congregations on that day for the foundation of a public school at some station in the Himalayas, as a thank-offering to Almighty God and permanent memorial of the great deliverance then commemorated. Accordingly a general collection was made, amounting to a total of Rs. 35,000, including a munificent donation of Rs. 10,000 from His Excellency the Viceroy, who has kindly expressed to me his warm interest in the scheme, to the collection at the Cathedral Calcutta. This money has been invested in 5½ per cent. Government Securities in the name of the Bishop and Archdeacon of Calcutta for the time being, and is called the *Indian Public Schools Fund.* At the same time a great number of letters were sent to me, promising support and donations as soon as a definite scheme should be drawn up and placed before the public. As soon, therefore, as the site of the school is fixed, I hope to send out another appeal for subscriptions in India.

When I arrived at Simla, after the incessant occupations of my visitation tour in the North-West and the Punjab, I at once turned my attention to the subject, and issued another circular to the Civil Authorities of these provinces, requesting information as to the rate of payment for schooling which could generally be expected from persons for whose benefit the scheme was intended, and a number of papers were kindly circulated in the different stations by the Magistrates and Deputy Commissioners among the clerks and other residents. A few of these have put down their names as able to afford sums which would nearly defray the cost of a boy's board and education.* But the rates of payment generally mentioned are 15, 12, 10, or even 6 Rupees per mensem, and a large number have declined entering their names at all, either from attaching little value to the systematic education of their children, or from inability to pledge themselves on the subject.

* From such information as I can collect, a boy's board and education at Simla or Mussoorie in a school of 60 boys would cost from Rs. 30 to 35 *per mensem*. This would diminish as the number of boys increase.

From the facts and suggestions now collected, I think that the course of action which ought to be pursued, in hopes of gradually remedying the great and crying evil with which we have to deal, is tolerably plain—

First, we must endeavour to found one school at a central station in the Himalayas, probably either Simla or Mussoorie, with buildings and endowments provided by private liberality, and assisted, we may hope, by a Government grant-in-aid,† so as to receive a certain number of children at a low rate of payment. The necessary school buildings must be

† No promise of this has been given, nor can any be asked till the plan has assumed a more definite shape.

erected entirely by donations, and the institution, in accordance with my pastoral letter to the Clergy, will be directly connected with the thanksgiving day, and dedicated to God's service as a thank-offering for his mercy, by the erection of a chapel for the use of the scholars within the school precincts, in which the circumstances of its foundation will be recorded. The school should be placed under the direction of a small body of Governors, partly official and partly elected. Among the official Governors would be the Lieutenant Governor, the Bishop and Archdeacon of Calcutta, and the Commissioner of the division. Should the Punjab or North-West be separated from the Diocese of Calcutta, the Archdeacon would yield his seat among the Governors to the Bishop of the new See, the Bishop of Calcutta retaining his as Metropolitan of India. As soon as possible a Girls' department should be added to the institution, as is the case in the Lawrence Asylum at Sunawur, and the whole should be placed under the care of a clergyman of the Church of England as Principal. The education, of course, should be as comprehensive as possible, with due reference to the wants and circumstances of the class for whose benefit the school is especially designed, *viz.*, the uncovenanted servants of Government receiving small salaries, and others who cannot send their children to Europe.

Secondly, it will afterwards be desirable to found day schools of a humbler kind for the children of Christian residents in the great cities in the plains, for it is evident from some of the extracts above quoted, especially II and VIII, that a hill school would not do all that is immediately required for the lowest and poorest class of Eurasians. Local efforts are now making to establish such schools at two of the largest cities in the Punjab, and the wants of Lucknow would be amply supplied by the noble Martinière, if a Girls' department were added to the Boys' school there. But these schools could be maintained at a comparatively small cost, and probably a Diocesan Education Society would suffice for the purpose, to give stability and encouragement to attempts made in the cities themselves. From these schools, by means of scholarships, promising scholars could be drafted to the central institution in the hills.

Thirdly, it is hoped that hereafter other schools might be founded at hill stations at two extremities of our Empire; at Darjeeling probably and Murree, just as the Lawrence Asylums at Ootacamund, Murree, and Mount Aboo are the daughters of Sir Henry's parent foundation at Sunawur.

But the second and third parts of the scheme need not yet be submitted to the public. At present our object is, with the aid of the nucleus already contributed on the thanksgiving day, to found one school as a beginning, to be at once a memorial of our great deliverance, and an earnest that by God's blessing we will try henceforth to train up in India children who shall be living members of Christ's Church, and fitted to do their duty both to Him and their country.

It may no doubt be said in England that Europeans in India are numerous enough and rich enough to found such an institution by their

own unaided efforts; but it may be remembered that India is not a colony, almost independent of the mother country, which English settlers make their permanent home, but a province of the British Empire, in which all Englishmen are as directly interested as those who are sent out for a time to administer the Government; that many in England owe as much to India personally, and are as closely connected with it as those who are actually living and working there; that the wealthier classes in this country are exposed to most heavy expenses for the education of their own children in England; and that in these days of high prices, financial deficits, and new taxes, their means are not what they were; and that the class for whom the school is specially designed are unable to pay the whole cost of their children's education at it, much less to contribute to its endowment. While, therefore, the obligation which rests upon us in India to do our utmost to help them is not denied, and will not be evaded, it is not unreasonable to hope that as aid has always been forthcoming in England for other Indian objects, it will not be refused for this, certainly not among the least pressing or important.

Donations for this object may be paid to

Any person or religious society contributing £200 might, if he pleases, direct it to be invested for the foundation of a scholarship, reducing the school expenses by £10 per annum. A donation of £300 would found one of £15 a year, and so on. Smaller donations may be made either to the building or to the endowment fund, or to be given generally without specifying either, to be used for whichever object stands most in need of help.

G. E. L. CALCUTTA.

Minute by the Governor General, dated 29*th October* 1860.

Schools for European and Eurasian children in the Hills.

I received the accompanying paper from the Bishop of Calcutta in August last. It has been sent by His Lordship to England for circulation, and has probably reached the hands of the Secretary of State for India. It will be well that, without waiting for any reference from the Home Government, the Government of India should give its opinion of the Bishop's scheme; for, if action is to be taken upon it by the Government, the sooner this is declared the better.

2. Of the want of some more extended and effectual means of education than at present exist for European and Eurasian children, there can be no doubt. The necessity is shown in the extracts from letters quoted in the Bishop's statement, and it meets the eye of the traveller at almost every station, from Calcutta to Peshawur. Moreover, it is a necessity which is rapidly growing stronger. Besides the ordinary rate of increase in Eurasian births and in the births of European children in India (whatever that may be, for there are no means

of ascertaining it accurately,) there is the fact that the influx of Europeans into India is gradually becoming larger; and that with the augmentation of our English Army and with the advancement of works of English enterprise, the births of English children, and of children of mixed marriages in India cannot fail to be enormously increased.

3. If measures for educating these children are not promptly and vigorously encouraged and aided by the Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up and exhibiting most of the worst qualities of both races; whilst the Eurasian population, already so numerous, that the means of education offered to it are quite inadequate, will increase more rapidly than ever.

4. I can hardly imagine a more profitless, unmanageable community than one so composed. It might be long before it would grow to be what could be called a class dangerous to the State; but a very few years will make it, if neglected, a glaring reproach to the Government, and to the Faith which it will, however ignorant and vicious, nominally profess. On the other hand, if cared for betimes, it will become a source of strength to British rule, and of usefulness to India.

5. The Eurasian class have an especial claim upon us. The presence of a British Government has called them into being; they serve the Government in many respects more efficiently than the Natives can, as yet, serve it, and more chiefly and conveniently than Europeans can do so: and they are a class which, whilst it draws little or no support from its connection with England, is without that deep root in and hold of the soil of India from which our Native public servants, through their families and relatives, derive advantage.

6. But the Government of India cannot undertake to provide education for either Europeans or Eurasians. It has other things to do, and it would not do that work well.

7. The Missionaries cannot do it. Their task lies with those who are not Christians.

8. To wait till private enterprise shall supply schools of the kind required will be to wait indefinitely. It is only in very exceptional instances that teachers of good character and training will bring their talents to so uncertain, and, in many respects, so discouraging a field of labor; and meanwhile the evils of a dearth of education will be growing upon us. Moreover, no system sufficiently comprehensive and widely spread to meet our necessities can rest on the isolated efforts of individuals alone.

9. Therefore the case seems to be exactly one in which a system such as has been proposed by the Metropolitan of India may fitly be encouraged and aided liberally by the Government. It may be hoped that it will be supported by the British Public in India and in England; but the principle of self-support should be carefully kept in view, to the fullest extent to which it may be attainable.

10. The scheme proposed by the Bishop of Calcutta in the accompanying paper is, so far as it goes, a thoroughly sound and practicable one. I say so far as it goes, because it does not profess to supply the wants of those Christian children who are not of the Church of England, and because even as regards children who are of that Church, or whose parents are willing to accept for them the teaching of the Church of England, it will not, as I understand, put education within the reach of the poorer of them until those whose families are more at ease shall have been provided with it.

11. His Lordship contemplates the establishment in the plains of schools of a humbler and cheaper class than those in the hills; but it is proposed that the former shall be day schools only, and that they shall be treated as a future and subsidiary step in the scheme.

12. I am strongly of opinion that schools in the plains should be provided as soon, at least, as schools in the hills. The expense of education at a hill school must, at the lowest, be beyond the means of a vast number of Eurasian families settled at the great provincial stations. The climate of the hills is not a necessity to Eurasian children; indeed it is held to be injurious to them, if at all weakly. A school of a lower class than that proposed for the hills could, if placed at a well-chosen station in the plains, receive the day scholars of that station, and boarders from many other stations, on terms not to high for the earnings of their parents. I believe that the cost to boarders at such a school could be brought down to less than Rs. 10 a month. Such a school might receive European as well as Eurasian children; for, although the advantage of a hill climate would be wanting, the children would not be worse off in this respect than at their homes, where they would remain if the alternative of sending them to a hill school should be too expensive; which, in the cases of some European parents, it certainly would be. It would be an excellent measure to attach to such a school scholarships which should enable the boys obtaining them to continue their education at the higher class school in the hills. But in any case I should be sorry to see the humbler and cheaper schools in the plains postponed to those in the hills. The error into which (as will be seen in the opinions quoted by the Bishop) we are most likely to fall is that of constructing a scheme above the reach of those whom it is most necessary to benefit; and this being so, we ought not to begin to construct from the top only.

13. The suggestion that mechanics, the industrial arts, the practical horticulture and agriculture should be taught is very judicious. All of these may be taught in the climate of the hills, and much of them in that of the plains. Hitherto education has done little more for the Eurasians than to turn them into clerks and copying machines.

14. I concur in the Bishop's opinion that the first schools should be established in the North-Western Provinces or the Punjab,—and that the claims of Lower Bengal may be considered later.

15. As to the form and extent of the aid to be given by the Government of India, I recommend that it be as follows:—

That to the sum collected from private subscriptions as a building and foundation fund an equal sum be added by the Government.

That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the rules.

That if the school be built where ground is at the disposal of Government the ground be given.

That the head master of the school, if a Clergyman, be placed on the footing of a Government Chaplain in regard to pension.*

16. Other unforeseen modes of aid may prove advisable; but these appear to me to be all that can be prescribed beforehand.

17. In regard to the management of the schools, I have nothing to add to the Bishop's proposal. If, as His Lordship suggests, certain Government officers be included, ex-officio, amongst the Governors, I should not wish to see any further authority by the Government, as such, exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government Officers of the Educational Department.

18. I have said that the scheme does not profess to supply the wants of Christian children who are not of the Church of England. I did not mean to impute thereby any fault to the scheme. It is right and prudent that, in this case, nothing more should be aimed at than to meet those wants.

19. Recently, in the case of the new Lawrence Asylum in the Neilgherries, the Government of India insisted, as a condition of its support, that the rules should be such as should admit Roman Catholic and other Christian children as well as children of the Church of England. But that was the case of a charitable institution, founded for the children of soldiers, who are habitually taught in the same regimental schools without distinction of Church, and dedicated to the memory of Sir Henry Lawrence, from whose large and generous views, as shown in the constitution of the original Lawrence Asylum in the Himalayas, any departure would have been unpardonable.

20. The schools now contemplated are not charitable institutions; they are designed for the use of a class, the families composing which can supply abundance of scholars of the Church of England, and which, for the most part, would not willingly pay for the teaching of a school which was not essentially of that Church. I have no doubt that an attempt to accommodate such schools to the teaching of children of all Churches would lead to its failure.

* Judging from the sum already collected by the Bishop in India, and in expectation of the success which, it may be hoped, will attend His Lordship's appeal to England, these aids would probably suffice for the establishment of one school of the higher class in the hills, and one in the plains of a lower class, but affiliated to it.

21. But though the proposal of the Bishop goes to the full length which, in the circumstances described, as desirable, I am of opinion that the Government of India cannot with justice limit its support to these schools alone. The very large number of Eurasian Roman Catholics scattered through the Upper Provinces, and employed under the Government, and the not inconsiderable number of Presbyterians settled in the country have their claims upon this Government as well as the members of the Church of England.

22. I recommend, therefore, that, besides grants-in-aid (which under certain rules may be claimed by any schools) assistance in the same form, and in the same proportion as have been proposed for the Church of England School, should be extended to any Roman Catholic or Presbyterian School which, with the same view, may be founded in the hills; and to any school of a lower class connected with it which may be newly established in the plains.

23. I have written of schools to be established in Bengal only, because the Bishop's scheme applies only to Bengal and to the Himalayas. But if a scheme similar to that which His Lordship has proposed should be originated in Madras or Bombay, I recommend that the Government take the same part in supporting and executing it. I do not, however, think it advisable that such a scheme should emanate from the Government.

CANNING.

Despatch to the Secretary of State, No., 24, dated 23rd November 1860.

In the 23rd paragraph of the Bishop's Annual Report, which was transmitted to you with our letter in the Ecclesiastical Department, No. 8, dated the 2nd of August, allusion was made to a design entertained by His Lordship of establishing a school in the hills for European and Eurasian boys, the children of clerks and others, whether employed in the service of Government or otherwise, and in the 10th paragraph of our reply, dated the 2nd idem (forwarded with the same letter), we intimated to His Lordship our cordial concurrence in the project.

2. We have now the honor to transmit, for your consideration, the enclosed copy of a statement by the Bishop, submitting a scheme for the establishment of such a school either at Simla or Mussoorie, with the Minutes which we have recorded upon it. We trust that the views which are expressed in the Governor General's Minute as to the part to be taken by Government in promoting the general object which the Bishop has at heart will meet with your approval.

Despatch from the Secretary of State, No. 3, dated 16th January 1861.

I have considered in Council your letter dated 3rd November (No. 24) 1860, on the subject of a design entertained by the Bishop of Calcutta for the establishment of a boarding school in the hills, and of day-schools at the several stations in the plains, for the children of Europeans and Eurasians of limited means, whether in the service of Government or otherwise.

2. I entirely concur in the sentiments expressed by the Bishop and your Government, as to the great and increasing importance of some systematic measures being adopted for promoting the education of this class of children, and I agree with you that the object is one well deserving the encouragement and assistance of Government.

3. I entertain no doubt of the great advantage to be expected from the establishment of the proposed institution in the hills, in which the European and Eurasian children of the non-military classes will enjoy the benefits, which have already been extended to the children of soldiers of European origin in the Lawrence Asylums—and with the exception of the proposal as to the Head Master's pension, I approve the manner in which you propose that the assistance of Government shall be afforded to the institution. If it is intended that the pension of the Head Master, "on the footing of a Government Chaplain," shall be paid by Government, I cannot sanction the proposal, a similar recommendation regarding the Principal of the Lawrence Asylum having already been negatived, although that institution, unlike the proposed school, has been formally taken over as a Government institution.

4. I concur in your remarks as to the inexpediency of delaying the formation of the proposed small station schools in the plains; and the suggested establishment of a central school in the plains, of a lower order than that proposed for the hills, will no doubt receive every consideration from the Bishop and those associated with him in this laudable undertaking.

5. I approve the intention expressed in the concluding paragraphs of the Minute of the Governor General, as to the assistance to be given to schools for the children (when they are sufficiently numerous) of those Europeans and Eurasians who are not members of the Church of England; and I agree with His Lordship that, if any measures are taken in the Madras and Bombay Presidencies for establishing schools for European and Eurasian children, the same support and assistance should be rendered to the movement as has been sanctioned for Bengal.

C. WOOD.